

OAKLAND UNIFIED SCHOOL DISTRICT
Department of Research and Evaluation

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SCHOOL DISTRICT
INFORMATION SUMMARY
1996 - 1997

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OAKLAND UNIFIED SCHOOL DISTRICT



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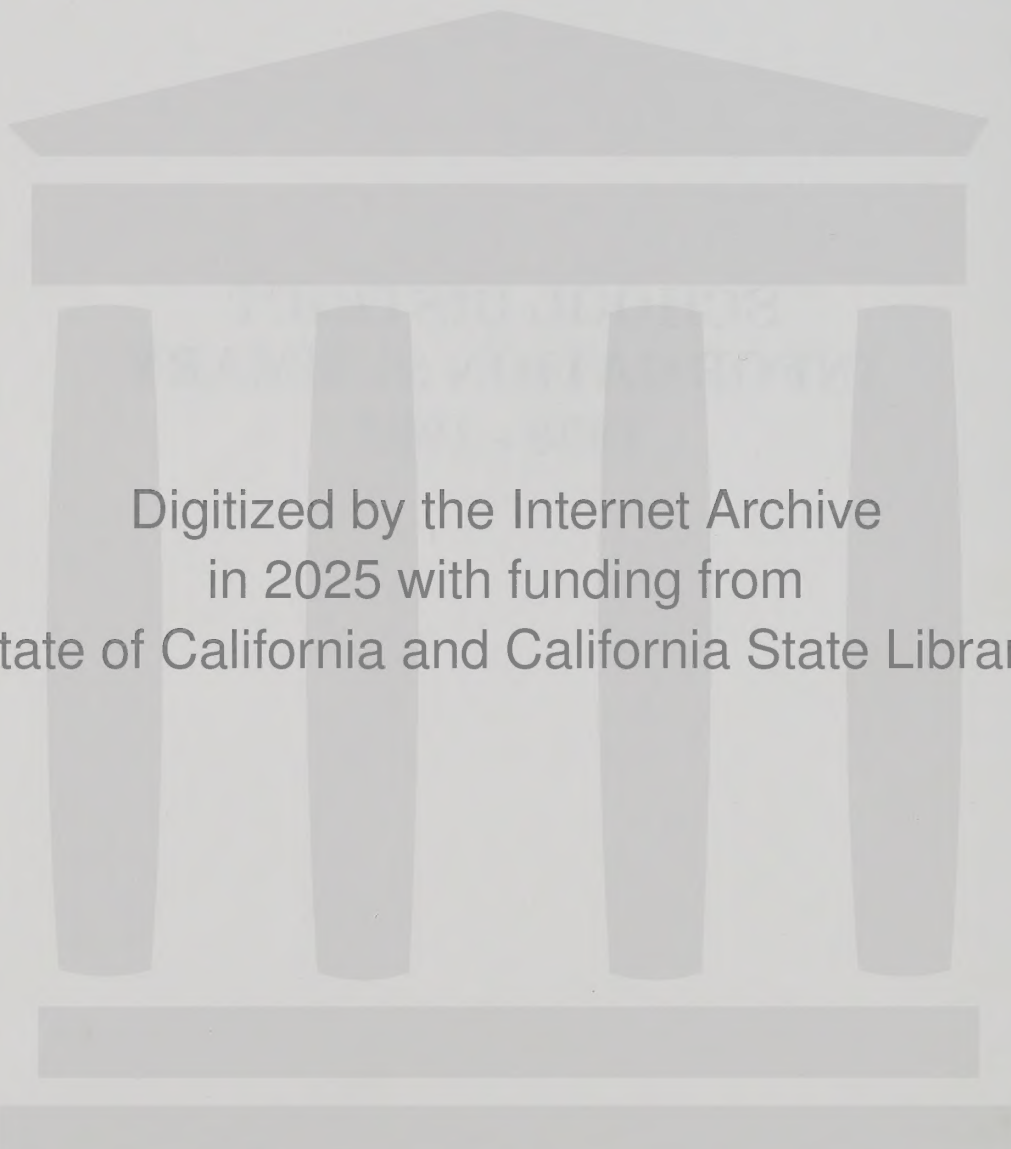
1025 Second Avenue Oakland, California 94606

OAKLAND UNIFIED SCHOOL DISTRICT
Department of Research and Evaluation

SCHOOL DISTRICT
INFORMATION SUMMARY
1996 - 1997

Alma L. Williams
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Evaluation Assistant



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INTRODUCTION

This document combines and consolidates statistical data on District activities. It's major purpose is to present, in summary fashion, statistical information on the status of the Oakland Unified School District in terms of enrollment, educational programs, achievement and other outcomes of schooling. This report focuses on Districtwide Educational Indicators.

DISTRICTWIDE EDUCATIONAL INDICATOR DATA PRESENTED INCLUDE:

ACADEMIC/COGNITIVE OUTCOMES:

- Comprehensive Test of Basic Skills Terra Nova) Spring--1997
- Golden State Examination (GSE) Results -- 1995 - 1997
- Advanced Placement Test (AP) Results -- 1997
- Scholastic Assessment Test (SAT) scores -- 1993 - 1997
- Average GPA for the District -- 1995 - 1997
- Number of High School Graduates by School, Gender and Ethnicity -- 1995 - 1997
- Number and Percent of High School Graduates by Gender and Ethnicity -- 1995 - 1997
- Rate of High School Graduates by Ethnicity-- 1995 - 1997
- High School Graduates Enrolled at Peralta Community College-- Fall 1996 and 1997

ATTITUDINAL/BEHAVIORAL OUTCOMES:

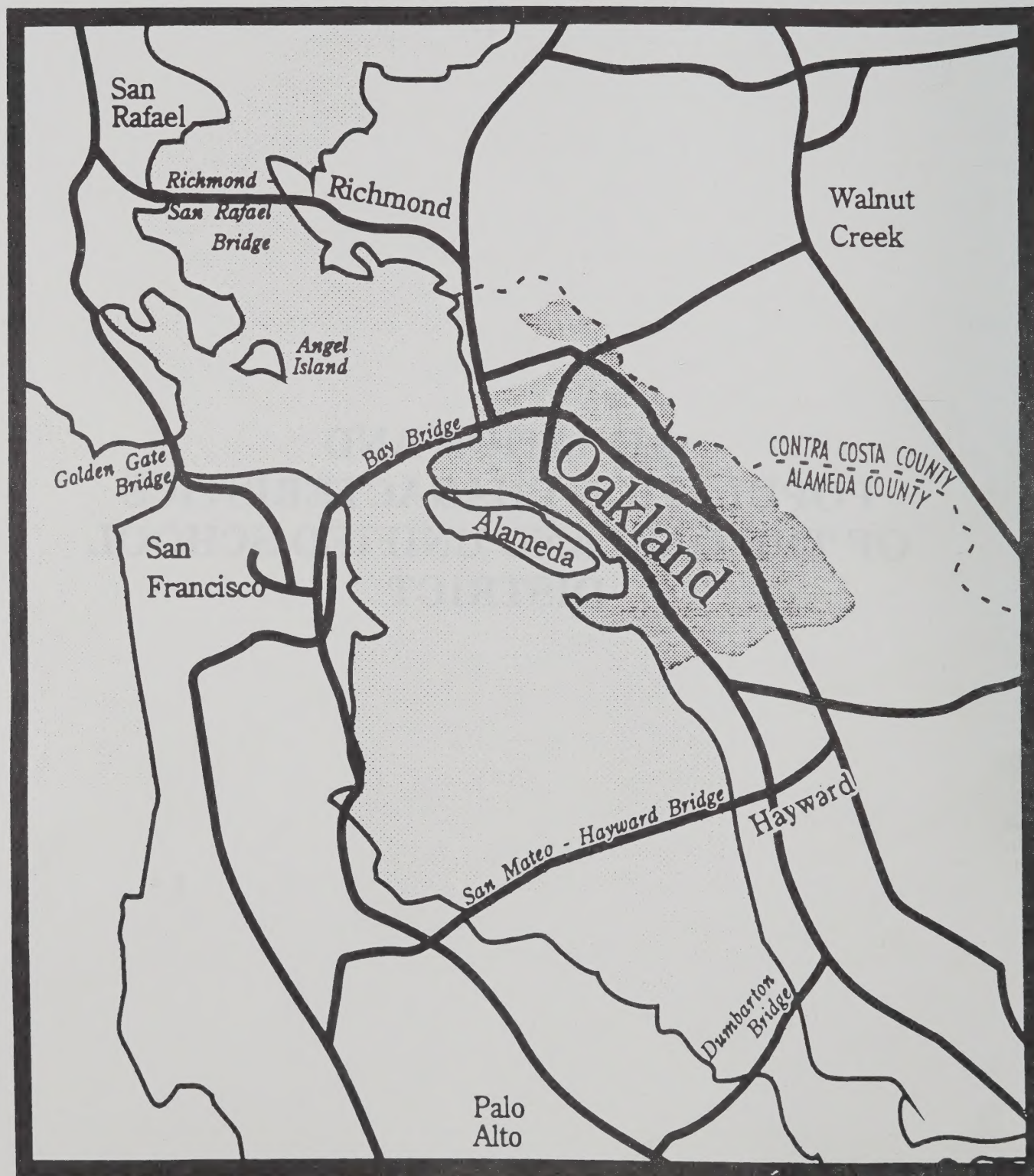
- District Attendance Rates -- 1989 - 1997
- 3 year Dropout rates by Middle/Junior High & Senior High -- 1994 - 1995 - 1996
- 1 year Dropout rates by Ethnicity for Middle/Junior High & Senior High -- 1995 - 1996
- District Retention Rate -- 1996 - 1997
- Suspensions by Rate, Incidents and Length-- 1996 - 1997
- Selected School Characteristics -- 1996 - 1997

ADDITIONAL DATA PRESENTED INCLUDE:

- District Student Enrollment Trends-- 1923 - 1924 to 1996 - 1997
- Student Enrollment by Ethnic Group -- 1984 - 1985 through 1996 - 1997
- Limited English Proficiency (LEP) Student Enrollment-- 1984 - 1985 to 1996 - 1997
- Number and Percent of AFDC Students 1980 to 1981 to 1996 to 1997
- District Staff Distribution by Status and Ethnicity 1996 - 1997
- GLOSSARY

**LOCATION AND
POPULATION CHARACTERISTICS
OF THE OAKLAND UNIFIED SCHOOL
DISTRICT**

City of Oakland & Vicinity



LOCATION AND POPULATION CHARACTERISTICS OF THE OAKLAND UNIFIED SCHOOL DISTRICT

LOCATION

The Oakland Unified School District is situated on the east shore of San Francisco Bay in the northwest area of Alameda County. The San Francisco Bay Area, the fourth largest metropolitan area in the nation, enjoys a Mediterranean climate. The San Francisco-Oakland Bay Bridge connects the two major cities.

POPULATION CHARACTERISTICS

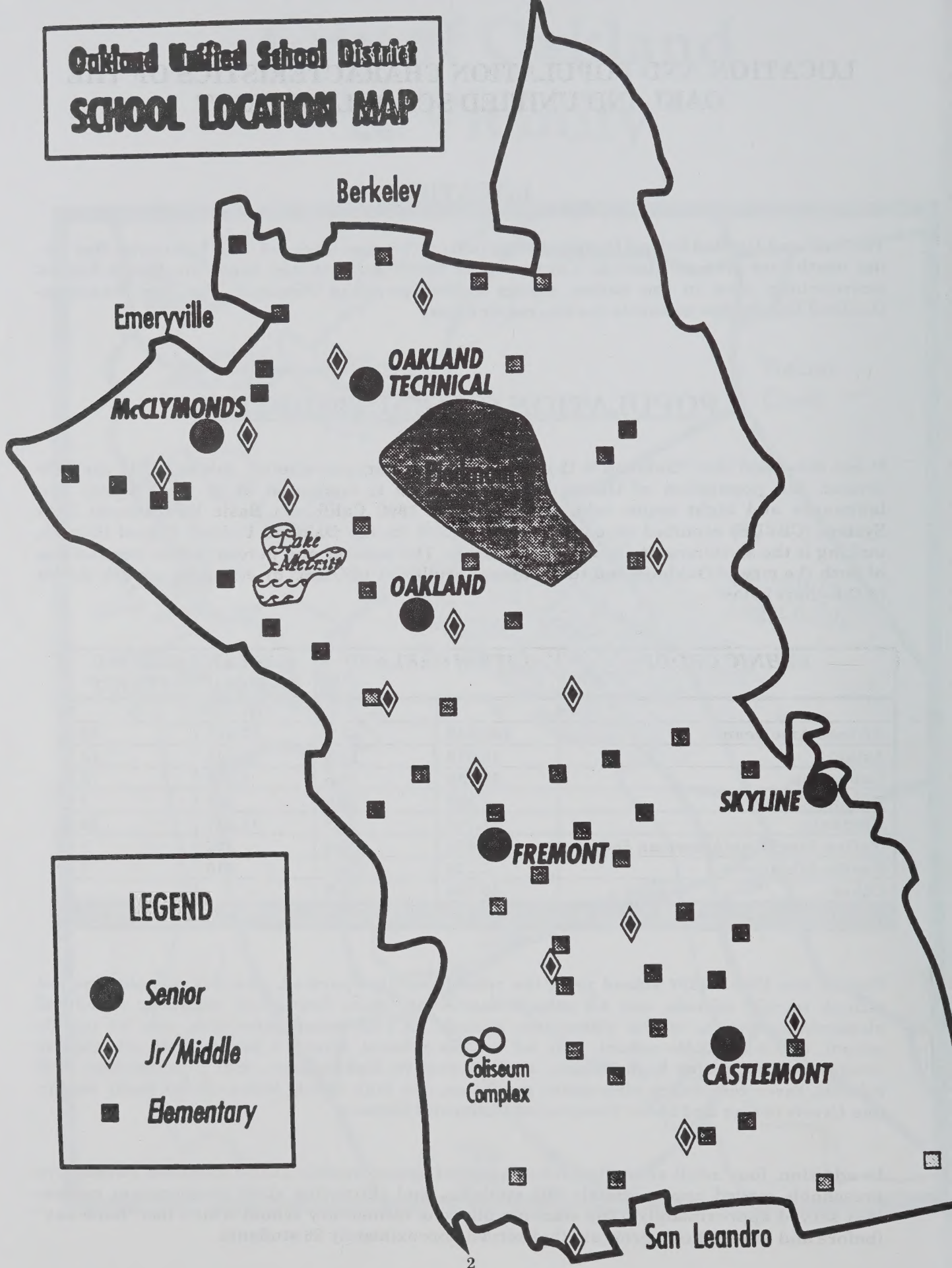
It has been said that "Oakland is the most integrated city anywhere". According to the 1990 census, the population of Oakland is 372,242 and is composed of at least eighty two languages and eight major ethnic groups. The 1996 California Basic Educational Data System (CBEDS) reported an enrollment of 53,273 for the Oakland Unified School District, making it the sixth largest district in California. The number and percent of the populations of both the city of Oakland and the student enrollment of OUSD by ethnic group are shown in the chart below.

<i>ETHNIC GROUP</i>	<i>CITY of OAKLAND</i>		<i>OAKLAND UNIFIED SCHOOL DISTRICT</i>	
	N	%	N	%
African American	163,526	43.9	27,641	52
Asian	45,879	12.3	9,748	18
Caucasian	69,138	18.6	3,317	6
Filipino	7,327	2.0	483	1
Hispanic	51,711	13.9	11,437	22
Native American/American Indian	2,371	0.6	232	1
Pacific Islander	1,725	0.5	415	1
Other	30,756	8.3	-	-
<i>Total</i>	<i>372,242</i>	<i>100</i>	<i>53,273</i>	<i>100</i>

During the 1996 - 1997 school year, the school district operated, two K-3 schools, one K-4 school, six K-5 schools, one 4-8 school, four K-8 schools, forty-seven regularly scheduled elementary schools, twelve elementary schools on year-round schedules, one 7-8 middle school, one 5-8 middle school, four 6-8 middle schools, nine 7-9 junior high schools, six comprehensive senior high schools, two alternative high schools, four continuation high schools, three temporary alternative programs, one high school independent study center, one Cyesis center and three Exceptional Children's Centers.

In addition, four adult education schools served approximately 26,000 students, twenty-five preschools served approximately 900 students, and thirty-five child development centers that served approximately 3,000 students plus one elementary school which has "latch-key" (before and after school) program that served approximately 26 students.

Oakland Unified School District SCHOOL LOCATION MAP



OAKLAND UNIFIED SCHOOL DISTRICT

Alphabetical Listing of Elementary Schools

Allendale Y.R. (K-6)	3670 Penniman Avenue	879-1010	Laurel (K-6)	3750 Brown Avenue	879-1310
Arts School (K-8)	5263 Broadway Terrace	879-1580	Lazear (K-6)	824 - 29th Avenue	879-1320
Bella Vista Y.R. (K-6)	1025 East 28th Street	879-1020	Lincoln (K-6)	225 - 11th Street	879-1330
Brookfield (K-5)	401 Jones Avenue	879-1030	Lockwood Y.R. (K-6)	6701 East 14th Street	879-1340
Burbank (K-6)	3550 - 64th Avenue	879-1040	Longfellow (K-6)	3877 Lusk Street	879-1350
Burckhalter (K-6)	3994 Burckhalter Avenue	879-1050	Horace Mann Y.R. (K-6)	5222 Ygnacio	879-1360
Chabot (K-6)	6686 Chabot Road	879-1060	Manzanita Y.R. (K-6)	2409 East 27th Street	879-1370
Cleveland (K-6)	745 Cleveland	879-1080	Markham (K-6)	7220 Krause Avenue	879-1380
Cole (4-8)	1011 Union Street	879-1090	Marshall (K-6)	3400 Malcolm Avenue	879-1740
Cox (K-5)	9860 Sunnyside Street	879-1100	Maxwell Park (K-6)	4730 Fleming Avenue	879-1390
Crocker Highlands (K-6)	525 Midcrest Road	879-1110	Melrose (K-6)	1325 - 53rd Avenue	879-1410
Emerson (K-5)	4803 Lawton Avenue	879-1150	Joaquin Miller (K-6)	5525 Ascot Drive	879-1420
Franklin Y.R. (K-6)	915 Foothill Boulevard	879-1160	Montclair (K-6)	1757 Mountain Blvd.	879-1430
Fruitvale (K-6)	3200 Boston Avenue	879-1170	Carl Munck (K-6)	11900 Campus Drive	879-1680
Garfield Y.R. (K-6)	1640 - 22nd Avenue	879-1180	Parker (K-6)	7929 Ney Avenue	879-1440
Glenview (K-6)	4215 La Cresta Avenue	879-1190	Peralta Y.R. (K-5)	460 - 63rd Street	879-1450
Golden Gate (K-6)	6200 San Pablo Avenue	879-1200	Piedmont Ave. (K-6)	4314 Piedmont Ave.	879-1460
Grass Valley (K-6)	4720 Dunkirk Avenue	879-1220	Prescott (K-6)	920 Campbell Street	879-1470
Hawthorne Y.R. (K-6)	1700 - 28th Avenue	879-1240	Redwood Hgts. (K-6)	4401 - 39th Avenue	879-1480
Highland Y.R. (K-6)	8521 A Street	879-1260	Santa Fe (K-6)	915 - 54th Street	879-1500
Hillcrest (K-8)	30 Marguerite Drive	879-1270	Sequoia (K-6)	3730 Lincoln Avenue	879-1510
Hoover (K-4)	890 Brockhurst Street	879-1700	Sherman (K-6)	5328 Brann Street	879-1530
Howard (K-6)	8755 Fontaine Street	879-1660	Sobranter Park (K-5)	470 El Paseo Drive	879-1540
Jefferson Y.R. (K-6)	2035 - 40th Avenue	879-1280	Stonehurst (K-5)	10315 E Street	879-1550
Kaiser (K-8)	25 South Hill Court	879-1710	John Swett (K-8)	4551 Steele Street	879-1560
M.L. King, Jr. (K-3)	960 - 10th Street	879-1820	Thornhill (K-6)	5880 Thornhill Drive	879-1570
La Escuelita (K-6)	1100 - 3rd Avenue	879-1210	Toler Heights (K-3)	9736 Lawlor Street	879-1590
Lafayette (K-6)	1700 Market Street	879-1290	Washington (K-6)	581 - 61st Street	879-1610
Lakeview (K-6)	746 Grand Avenue	879-1300	Webster Academy (K-6)	8000 Birch Street	879-1620
			Whittier Y.R. (K-6)	63 East 17th Street	638-3963

OAKLAND UNIFIED SCHOOL DISTRICT

Alphabetical Listing of Middle/Junior High Schools

Alphabetical Listing of Comprehensive High Schools, Alternative Schools and Special Education Schools

Edna Brewer (7-9)	3748 - 13th Avenue	879-2100	Bunche Center (9-12)	1240 - 18th Street	879-3080
Carter Middle (6-8)	4521 Webster Street	879-2140	Castlemont (9-12)	8601 MacArthur Blvd.	635-8600
Claremont Middle (6-8)	5750 College Avenue	879-2010	Dewey (9-12)	3709 East 12th Street	879-3100
Elmhurst Middle (6-8)	1800 - 98th Avenue	879-2020	Far West (9-12)	5263 Broadway Terrace	879-1580
Foster Middle (5-8)	2850 West Street	879-2030	Fremont (10-12)	4610 Foothill Blvd.	879-3020
Frick (7-9)	2845 - 64th Avenue	879-2060	McClymonds (9-12)	2607 Myrtle Street	879-3030
Bret Harte (7-9)	3700 Coolidge Avenue	879-2070	Oakland (10-12)	1023 MacArthur Blvd.	879-3040
Havenscourt (7-9)	1390 - 66th Avenue	879-2160	Oakland Technical (9-12)	4351 Broadway	879-3050
King Estates (7-9)	8251 Fontaine Street	879-2090	Skyline (10-12)	12250 Skyline Blvd.	879-3060
Lowell Middle (7-8)	991 - 14th Avenue	568-5889	Street Academy (9-12)	417 - 29th Street	879-3130
Madison Middle (6-8)	400 Capistrano Drive	879-2110			
Montera (7-9)	5555 Ascot Drive	879-2110	Bunche (Ralph)	1240 18th Street	879-1730
Roosevelt (7-9)	1926 - 19th Avenue	879-2120	Tilden	4655 Steele Street	879-1760
Simmons (7-9)	2101 - 35th Avenue	879-2050	Charles Whitton	1240 18th Street	879-1240
Westlake (7-9)	2619 Harrison Street	879-2130			

GRADE CONFIGURATIONS OF SCHOOLS		
TYPE OF SCHOOLS	Grade Levels	Number of Schools
REGULAR SCHEDULE (TRADITIONAL)		
	10-12	3
	9-12	6
	7-9	9
	7-8	1
	6-8	4
	4-8	1
	K-8	4
	K-6	45
	K-5	6
	K-4	1
	K-3	2
YEAR-ROUND SCHEDULE		
	K-6	11
	K-5	1
Total - Regular and year-round Schedule Schools		82
Alternative Schools/Special Programs		
Arts School	K-8	1
Street Academy	9-12	1
Merritt Middle	9-12	1
Magnet Program		1
Comprehensive Teenage Pregnancy & Parenting Program	7-12	3
Opportunity Schools	7-8	1
Opportunity Programs	6-12	4
Continuation Schools	9-12	4
Total - Alternative Schools/Special Programs		16
Education Centers		
Child Development Centers		25
	Pre K-3	35
Temporary Alternative Placements (TAP)	9-12	3
Independent Study Centers	9-12	1
Total - Education Centers		64
Exceptional Children's Centers		
	Pre Kindergarten	1
	Ages 3-2-1	2
Special Education Vocational Assessment	9 and above	1
Total - Exceptional Children's Centers		4
Adult Educational Centers		4
GRAND TOTAL		170

EDUCATIONAL INDICATORS

INDICATOR 1

ACADEMIC / COGNITIVE OUTCOMES

INDICATOR 1.1a

TERRANOVA SPRING 1997

Performance Level Results for Reading, Language and Mathematics
Percent of Students at Each Performance Level

Elementary

Reading

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
1st	38%	26%	25%	10%	2%
2nd	23%	26%	31%	15%	5%
3rd	51%	27%	16%	5%	1%
4th	23%	26%	31%	15%	5%
5th	22%	27%	28%	14%	9%
6th	51%	27%	15%	6%	1%

Language

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
1st	44%	25%	19%	10%	2%
2nd	30%	29%	22%	14%	5%
3rd	60%	24%	10%	5%	1%
4th	30%	29%	22%	14%	5%
5th	28%	34%	21%	13%	3%
6th	45%	29%	17%	6%	3%

Mathematics

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
1st	43%	25%	21%	9%	2%
2nd	22%	31%	26%	17%	4%
3rd	64%	23%	9%	3%	0%
4th	22%	31%	26%	17%	4%
5th	28%	30%	27%	12%	3%
6th	61%	21%	12%	4%	2%

TERRANOVA SPRING 1997

Performance Level Results for Reading, Language and Mathematics
Percent of Students at Each Performance Level

Middle/Junior and High School

Reading

Grade	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
7th	42%	26%	20%	9%	2%
8th	35%	26%	22%	10%	7%
9th	59%	23%	13%	5%	1%
10th	49%	28%	17%	5%	1%

Language

Grade	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
7th	48%	23%	15%	9%	4%
8th	38%	29%	18%	11%	4%
9th	56%	27%	14%	3%	0%
10th	48%	31%	17%	4%	1%

Mathematics

Grade	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
7th	52%	23%	15%	8%	3%
8th	38%	22%	19%	15%	6%
9th	65%	20%	12%	4%	0%
10th	52%	22%	17%	7%	2%

ACHIEVEMENT TEST RESULTS

GOLDEN STATE EXAMINATION (GSE)

Number and Percent of Students Receiving Awards and Number Tested

1995 - 1997

NAME OF EXAM	1995							1996							1997						
	High Honors		Honors		School Recognition		Total No.	High Honors		Honors		School Recognition		Total No.	High Honors		Honors		School Recognition		Total No.
	No.	%	No.	%	No.	%	Tested	No.	%	No.	%	No.	%	Tested	No.	%	No.	%	No.	%	Tested
First Year Algebra	45	6	62	8	62	8	730	35	3	47	5	71	7	1,039	58	6	72	7	122	12	1,009
Geometry	25	5	48	10	56	12	469	5	1	7	1	13	3	487	16	4	29	6	26	6	448
U. S. History	17	10	25	15	55	33	168	21	14	23	16	38	26	148	11	6	32	16	63	32	197
Economics	0	0	0	0	4	20	20	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Biology	8	3	9	3	87	31	283	0	0	3	12	17	68	25	3	2	17	10	50	30	167
Chemistry	4	2	11	7	37	23	163	5	5	6	6	20	21	95	10	8	15	12	34	27	127
Government/Civics	--		--		--		--	--		--		--		--	23	51	16	35	3	7	45
Written Comp	--		--		--		--	--		--		--		--	0	0	6	7	27	30	90

ACHIEVEMENT DATA

GOLDEN STATE EXAMINATION RESULTS (GSE)
SENIOR HIGH SCHOOL
1996 - 1997

School	Total Test	High		Honors		School		Total	
		Honors		Honors		Recognition		Qualifying	
		N	%	N	%	N	%	N	%
ALGEBRA 1									
Fremont	12	0	0	0	0	0	0	0	0
Oakland High	4	0	0	0	0	0	0	0	0
Oakland Technical	104	1	1	1	1	2	2	4	4
Skyline	30	0	0	0	0	1	3	1	3
Far West	16	1	6	2	13	0	0	3	19
Total	166	2	1	3	2	3	2	8	5
GEOMETRY									
Castlemont	67	0	0	0	0	0	0	0	0
Fremont	32	1	3	0	0	1	3	2	6
Oakland High	10	0	0	0	0	1	10	1	10
Oakland Technical	91	3	3	3	3	2	2	8	9
Skyline	57	1	2	3	5	1	2	5	9
Far West	13	0	0	0	0	2	15	2	13
Total	270	5	2	6	6	7	12	18	20
BIOLOGY									
Oakland High	51	1	2	3	6	7	14	11	22
Oakland Technical	22	1	5	4	18	8	36	13	59
Skyline	94	1	1	10	11	35	37	46	49
Total	167	3	2	17	10	50	30	70	18
CHEMISTRY									
Oakland High	13	0	0	1	8	4	31	5	38
Oakland Technical	81	1	1	4	5	19	23	24	30
Skyline	33	9	27	10	30	11	33	30	91
Total	127	10	8	15	12	27	23	59	46
ECONOMICS									
Castlemont	9	0	0	0	0	0	0	0	0
Total	9	0	0	0	0	0	0	0	0
U.S. HISTORY									
Oakland High	40	0	0	2	6	8	20	10	25
Oakland Technical	67	7	10	15	13	21	31	43	64
Skyline	90	4	7	15	20	34	37	53	64
Total	197	11	6	32	16	63	32	106	54
WRITTEN COMPOSITION									
Oakland High	76	0	0	6	8	26	34	32	42
Far West	14	0	0	0	0	1	7	1	7
Total	90	0	0	6	7	27	30	33	37
GOVERNMENT / CIVICS									
Oakland Technical	45	23	51	16	36	3	7	42	93
Total	45	23	51	16	36	3	7	42	93

INDICATOR 1.3a

ADVANCED PLACEMENT TEST RESULTS - 1997

Percent (%) of Scores 3 or Higher

School	Total Number Tested	No. of Exams	3 and Above	
			Number	Percent
CASTLEMONT	38	39	0	0
FREMONT	27	34	4	12
McCLYMONDS	27	29	0	0
OAKLAND HIGH	74	113	41	36
OAKLAND TECH	93	174	102	59
SKYLINE	116	184	84	46
DISTRICT	375	573	231	40

INDICATOR 1.3b

Number of Students Tested by Grade and School - 1997

School	GRADE				Total Tested
	9th & 10th	11th	12th	Other	
CASTLEMONT	0	0	38	0	38
FREMONT	0	11	16	3	27
McCLYMONDS	0	3	23	1	27
OAKLAND HIGH	0	8	63	3	74
OAKLAND TECH	1	37	54	1	93
SKYLINE	0	22	92	2	116
DISTRICT	1	81	286	10	375

INDICATOR 1.3c

ADVANCED PLACEMENT SCORES by GENDER - 1997

Percent (%) of Scores 3 or Higher

Gender	Total Number Tested	Total Number of Exams	3 and Above	
			Number	Percent
Male	159	239	97	40
Female	216	334	134	40

INDICATOR 1.3d

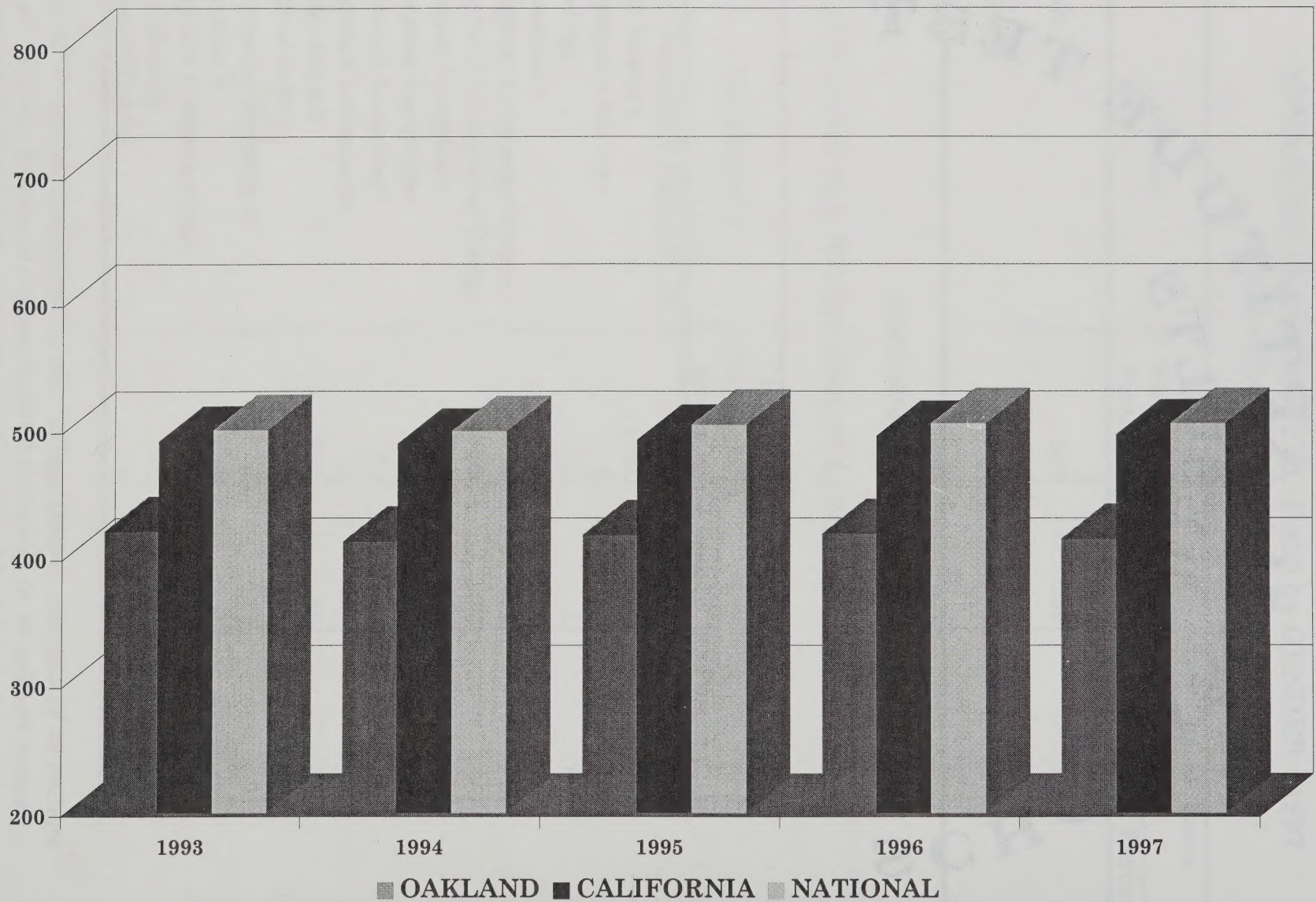
ADVANCED PLACEMENT SCORES by SUBJECT AREA - 1997

Examination	Total Number of Exams	3 and Above	
		Number	Percent
Government & Politics/U.S.	142	68	48
U.S. History	51	29	57
European History	4	1	25
Biology	6	3	50
Chemistry	6	4	67
English/ Language/ Comp.	8	5	63
English/ Literature/ Comp.	176	66	38
French Language	0	0	0
German Language	0	0	0
Spanish Language	13	9	69
Spanish Literature	0	0	0
Calculus AB	111	35	32
Calculus BC	8	7	88
Computer Science A	0	0	0
Physics B	4	1	25
Physics C (Mechanics)	8	2	25
Psychology	1	0	0
Music Theory	0	0	0

The AP Program, sponsored by the College Board, consists of 29 college level courses. Exams are administered annually in 18 subject areas. Oakland students took exams in 13 of the 18 subjects tested.

SCHOLASTIC APTITUDE TEST RESULTS

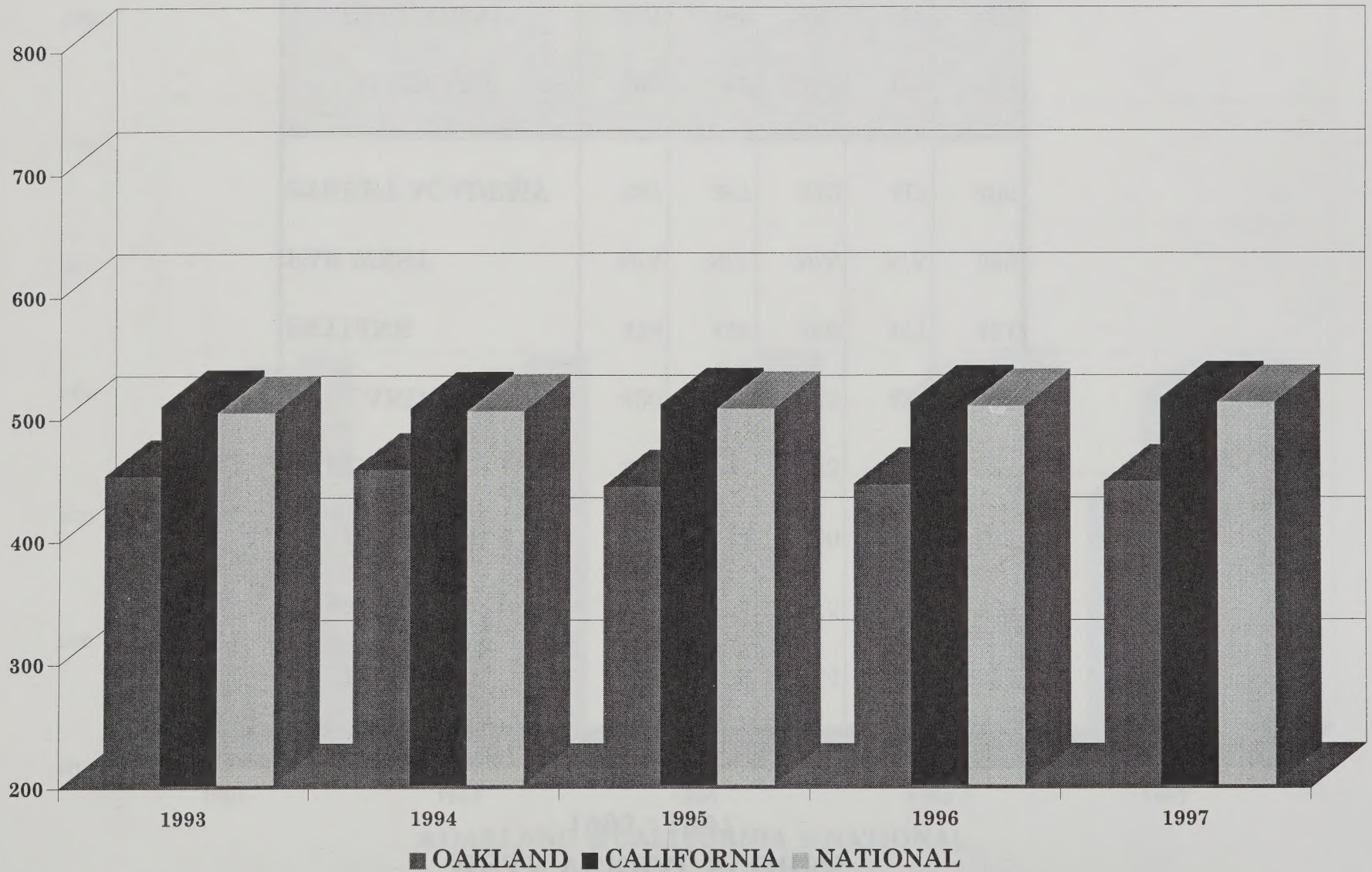
INDICATOR 1.4a
SAT MEAN VERBAL SCORES
1993 - 1997



**SCHOLASTIC APTITUDE TEST (SAT I)
MEAN VERBAL SCORES
1993 - 1997**

HIGH SCHOOLS	1993	1994	1995	1996	1997
CASTLEMONT	387	372	354	375	384
FREMONT	359	374	375	374	363
McCLYMONDS	350	374	380	385	365
OAKLAND HIGH	405	393	393	393	391
OAKLAND TECH	420	424	425	423	448
SKYLINE	474	446	466	471	451
FAR WEST	N/A	N/A	N/A	N/A	380
STREET ACADEMY	387	387	342	413	406
OAKLAND	420	412	417	418	414
CALIFORNIA	491	489	492	495	496
NATIONAL	500	499	504	505	505

INDICATOR 1.5a
SAT MEAN MATH SCORES
1993 - 1997



SCHOLASTIC APTITUDE TEST (SAT I)

MEAN MATH SCORES

1993 - 1997

HIGH SCHOOLS	1993	1994	1995	1996	1997
CASTLEMONT	361	392	363	361	394
FREMONT	408	428	409	391	390
McCLYMONDS	343	378	355	363	365
OAKLAND HIGH	480	466	446	454	457
OAKLAND TECH	472	484	458	462	477
SKYLINE	487	473	482	483	470
FAR WEST	N/A	N/A	N/A	N/A	440
STREET ACADEMY	372	363	322	346	410
OAKLAND	451	456	442	444	446
CALIFORNIA	508	506	509	511	514
NATIONAL	503	504	506	508	511

INDICATOR 1.6
SCHOLASTIC APTITUDE TEST (SAT I)
NUMBER OF STUDENTS TESTED
1993 - 1997

HIGH SCHOOLS	1993	1994	1995	1996	1997
CASTLEMONT	73	75	78	62	80
FREMONT	140	125	99	113	170
McCLYMONDS	38	20	46	37	60
OAKLAND HIGH	140	191	193	218	245
OAKLAND TECH	125	141	139	96	184
SKYLINE	305	313	299	271	323
FAR WEST	N/A	6	4	N/A	2
STREET ACADEMY	11	10	6	7	10
DISTRICT	832	881	864	804	1,074

**SCHOLASTIC APTITUDE TEST (SAT I)
MEAN VERBAL, MATH, and COMPOSITE SCORES
1996 - 1997**

HIGH SCHOOLS	NO. TESTED	SAT VERBAL	SAT MATH	COMPOSITE
CASTLEMONT	80	384	394	778
FREMONT	170	363	390	753
McCLYMONDS	60	365	365	730
OAKLAND HIGH	245	391	457	848
OAKLAND TECH	184	448	477	925
SKYLINE	323	451	470	921
FAR WEST	2	380	440	820
STREET ACADEMY	10	406	410	816
DISTICT	1,074	414	446	860

AVERAGE GPA for A -F COURSES
by Selected High School, Grade and Gender

1996 - 1997

HIGH SCHOOL	GRADE				TOTAL		
	9*	10	11	12	MALE	FEMALE	TOTAL
CASTLEMONT	0.90	1.29	1.51	1.87	1.04	1.51	1.30
FREMONT	--	1.59	1.88	2.28	1.59	2.08	1.84
McCLYMONDS	1.34	1.26	1.19	1.84	1.17	1.52	1.34
OAKLAND HIGH	--	1.83	1.99	2.39	1.81	2.24	2.03
OAKLAND TECH	1.31	1.92	2.13	2.42	1.68	2.10	1.90
SKYLINE	--	2.07	2.01	2.21	1.89	2.29	2.10
BUNCHE CFR	0.59	0.96	1.00	1.08	0.73	0.74	0.73
DEWEY	0.69	1.02	1.48	1.38	0.91	1.03	0.96
FAR WEST	2.38	2.27	2.38	2.20	2.29	2.35	2.32
SELECTED HIGH SCHOOL TOTALS	1.16	1.71	1.89	2.24	1.59	2.00	1.80

* Above data includes only selected High Schools with 9th grade and does not include all 9th graders in the district

AVERAGE GPA for A - F COURSES
by Ethnicity, Grade and Gender

1996 - 1997

ETHNICITY	GRADE*				TOTAL		
	9	10	11	12	MALE	FEMALE	TOTAL
AFRICAN AMERICAN	1.44	1.33	1.58	1.91	1.36	1.74	1.56
ASIAN	2.59	2.38	2.38	2.69	2.34	2.82	2.59
FILIPINO	2.59	1.85	1.66	2.6	2.09	2.44	2.26
HISPANIC	1.72	1.72	1.93	2.28	1.7	2.16	1.93
NATIVE AMERICAN	1.71	1.82	0.99	1.69	1.50	1.93	1.76
PACIFIC ISLANDER	0.91	1.29	1.66	2.00	1.07	1.83	1.54
WHITE	2.52	2.32	2.36	2.67	2.53	2.86	2.69
UNKNOWN	1.25	1.69	1.58	--	1.29	1.87	1.57
DISTRICT AVERAGE GPA	1.80	1.71	1.89	2.24	1.76	2.16	1.97

* Above data includes all grades

AVERAGE GPA for all COURSES

Average GPA of
Middle/Junior and Senior High Schools
1995 through 1997

CONFIGURATION	YEARS		
	1995	1996	1997
MIDDLE/JUNIOR HIGH	2.27	2.26	2.32
SENIOR HIGH	1.95	1.93	1.99
TOTAL DISTRICT (Middle/ Junior, Senior High)	2.12	2.11	2.17

Average GPA By Gender, Grades 5 - 12
1995 through 1997

GENDER	YEARS		
	1995	1996	1997
FEMALE	2.31	2.30	2.35
MALE	1.93	1.91	1.98
TOTAL DISTRICT	2.12	2.11	2.17

Average GPA By Ethnicity, Grades 5 - 12
1995 through 1997

ETHNICITY	YEARS		
	1995	1996	1997
AFRICAN-AMERICAN	1.80	1.80	1.87
ASIAN	2.80	2.60	2.6
CHINESE*	—	2.92	2.94
FILIPINO	2.47	2.37	2.46
HISPANIC**	2.04	2.01	2.09
JAPANESE*	—	3.37	3.41
LATINO**	—	2.04	2.13
NATIVE AMERICAN	1.89	1.85	2.03
PACIFIC ISLANDER	1.95	1.86	1.79
WHITE	2.86	2.87	2.88
ALL GROUPS AVERAGE	2.12	2.11	2.17

*Chinese and Japanese reported as Asian for 1995

**Latino reported as Hispanic for 1995

HIGH SCHOOL GRADUATES by SCHOOL, GENDER and ETHNICITY **1995 - 1996 (Including Summer - 1996)**

SCHOOL	ETHNICITY and GENDER												TOTAL GRADUATES		
	American Indian, Alaskan Native		Asian		Pacific Islander		Filipino		Hispanic		African American		White, Not of Hispanic Origin		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	TOTAL
CASTLEMONT	0	0	5	2	2	1	1	0	18	6	67	38	3	1	96 48 144
FREMONT	1	0	16	14	0	3	6	2	81	61	53	39	0	0	157 119 276
McCLYMONDS	0	0	3	0	0	0	0	0	1	1	34	27	0	0	38 28 66
OAKLAND HIGH	0	0	124	81	5	7	6	2	22	19	71	71	4	7	232 187 419
OAKLAND TECH	0	0	27	18	0	1	2	2	9	6	81	48	4	3	123 78 201
SKYLINE	4	3	67	48	1	2	5	4	19	19	143	117	30	28	269 221 490
BUNCHE CENTER	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1 0 1
BUNCHE (RALPH)	0	0	0	6	0	0	0	0	5	2	12	19	1	5	18 32 50
DEWEY	0	0	0	0	0	0	0	0	5	4	12	8	0	0	17 12 29
EAST SIDE CENTER	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1 1 2
FAR WEST	1	0	0	0	0	0	0	0	2	0	6	1	1	0	10 1 11
STEET ACADEMY	0	0	0	0	0	0	0	0	1	1	8	9	1	0	10 10 20
CHARLES WHITTON	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1 0 1
Totals by Gender	6	3	242	169	8	14	21	10	163	119	489	378	44	44	
GRAND TOTAL	9		411		22		31		282		867		88		973 737 1,710

INDICATOR 1.10b

HIGH SCHOOL GRADUATES by SCHOOL, GENDER and ETHNICITY
1996 - 1997 (Including Summer - 1997)

SCHOOL	ETHNICITY and GENDER												TOTAL GRADUATES		
	American Indian, Alaskan Native		Asian		Pacific Islander		Filipino		Hispanic		African American		White, Not of Hispanic Origin		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	TOTAL
CASTLEMONT	0	0	1	2	1	0	0	0	22	9	55	45	0	0	79 56 135
FREMONT	0	1	27	17	1	1	4	4	74	72	57	48	0	2	163 145 308
McCLYMONDS	0	0	5	1	0	0	0	0	1	2	28	26	0	0	34 29 63
OAKLAND HIGH	0	1	135	104	2	4	7	3	20	12	57	57	1	6	222 187 409
OAKLAND TECH	1	1	42	27	0	0	2	2	12	12	90	54	10	9	157 105 262
SKYLINE	3	1	76	69	2	0	5	2	24	20	139	127	28	30	277 249 526
BUNCHE CENTER	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3 1 4
BUNCHE (RALPH)	0	0	0	3	0	0	0	0	4	2	7	6	2	1	13 12 25
DEWEY	0	0	0	0	0	0	1	0	4	3	14	12	0	0	19 15 34
FAR WEST	0	0	0	2	0	0	0	0	2	2	4	2	0	2	6 8 14
STEET ACADEMY	0	0	0	1	0	0	0	0	2	2	6	2	0	0	8 5 13
Totals by Gender	4	4	286	226	6	5	19	11	165	136	460	380	41	50	
GRAND TOTAL	8		512		11		30		301		840		91		981 812 1,793

INDICATOR 1.11a

NUMBER of HIGH SCHOOL GRADUATES by SCHOOL and GENDER

1995 through 1997

SCHOOL	YEARS								
	1995			1996			1997		
	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
CASTLEMONT	96	58	154	96	48	144	79	56	135
FREMONT	146	108	254	157	119	276	163	145	308
McCLYMONDS	29	30	59	38	28	66	34	29	63
OAKLAND HIGH	222	199	421	232	187	419	222	187	409
OAKLAND TECHNICAL	133	82	215	123	78	201	157	105	262
SKYLINE	253	229	482	269	221	490	277	249	526
BUNCHE CENTER	0	1	1	1	0	1	3	1	4
BUNCHE (RALPH)	1	0	1	18	32	50	13	12	25
DEWEY	15	7	22	17	12	29	19	15	34
EAST SIDE CENTER	0	1	1	1	1	2	N/A	N/A	N/A
FAR WEST	8	1	9	10	1	11	6	8	14
STREET ACADEMY	18	10	28	10	10	20	8	5	13
CHARLES WHITTON	0	0	0	1	0	1	0	0	0
Totals by Gender	921	726		973	737		981	812	
GRAND TOTALS			1,647			1,710			1,793

HIGH SCHOOL GRADUATES

Number and Percent of High School Graduates by Gender
1995 through 1997

GENDER	YEARS					
	1995		1996		1997	
	No.	%	No.	%	No.	%
FEMALE	921	55.9	973	56.9	981	54.7
MALE	726	44.0	737	43.1	812	45.3
TOTAL DISTRICT	1,647	100	1,710	100	1,793	100

Number and Percent of High School Graduates by Ethnicity
1995 through 1997

ETHNICITY	YEARS					
	1995		1996		1997	
	No.	%	No.	%	No.	%
AFRICAN-AMERICAN	819	49.7	867	50.7	840	46.8
ASIAN	454	27.5	411	24.0	512	28.6
CAUCASIAN	98	5.9	88	5.1	91	5.1
FILIPINO	23	1.3	31	1.8	30	1.7
HISPANIC	240	14.5	282	16.5	301	16.8
NATIVE AMERICAN	4	0.2	9	0.5	8	0.4
PAC. ISLANDER	9	0.5	22	1.3	11	0.6
TOTAL DISTRICT	1,647	100	1,710	100	1,793	100

HIGH SCHOOL GRADUATION RATES by SCHOOL

1995 through 1997

SCHOOL	YEARS								
	1995			1996			1997		
	# of 12th Graders	# of Grads	Percentage Rate	# of 12th Graders	# of Grads	Percentage Rate	# of 12th Graders	# of Grads	Percentage Rate
CASTLEMONT	153	154	100%	139	144	100%	149	135	91%
REMONT	364	254	70%	293	276	94%	328	308	94%
McCLYMONDS	117	59	50%	83	66	80%	114	63	55%
OAKLAND HIGH	468	421	87%	426	419	98%	434	409	94%
OAKLAND TECH	248	215	87%	220	201	91%	315	262	85%
SKYLINE	535	482	90%	531	490	92%	555	526	48%
BUNCHE CENTER	7	1	14%	5	1	20%	0	4	100%
BUNCHE (RALPH)	0	1	100%	18	50	100%	50	25	0%
DEWEY	19	22	100%	18	29	100%	25	34	100%
EAST SIDE CTR	0	1	100%	1	2	100%	N/A	N/A	N/A
EAST WEST	13	9	69%	13	11	85%	18	14	78%
MERRITT MIDDLE	N/A	N/A	N/A	N/A	N/A	N/A	21	15	71%
STREET ACADEMY	21	28	100%	29	20	69%	24	13	54%
W. WHITTON	N/A	N/A	N/A	0	1	100%	1	0	0%
TOTAL DISTRICT	1,945	1,647	84%	1,776	1,710	96%	2,034	1,808	88%

Note: Data above is unmatched, new students may have entered the District at another time during the year, in those cases 100% is used as a set rate

HIGH SCHOOL GRADUATES

Rate of High School Graduates by Ethnicity
1995 through 1997

ETHNICITY	YEARS								
	1995			1996			1997		
	#12 Graders	No.	%	#12 Graders	No.	%	#12 Graders	No.	%
AFRICAN-AMERICAN	991	819	83%	911	867	95%	990	840	85%
ASIAN	502	454	90%	435	411	94%	556	512	92%
CAUCASIAN	106	98	92%	85	88	100%	105	91	87%
FILIPINO	31	23	74%	32	31	97%	37	30	81%
HISPANIC	298	240	81%	281	282	100%	321	301	94%
NATIVE AMERICAN	4	4	100%	7	9	100%	8	8	100%
PAC. ISL	13	9	69%	25	22	88%	17	11	65%
TOTAL DISTRICT	1,945	1,647	85%	1,776	1,710	96%	2,034	1,793	88%

Number and Percent of OUSD Graduates Enrolled at UC
Fall - 1994 through 1996

COMPREHENSIVE HIGH SCHOOLS ONLY	1994			1995			1996		
	Total No. Graduates	Enrollment Number	Percent	Total No. Graduates	Enrollment Number	Percent	Total No. Graduates	Enrollment Number	Percent
CASTLEMONT	156	6	4%	154	3	2%	144	3	2%
FREMONT	354	0	0%	254	9	4%	276	11	4%
McCLYMONDS	61	2	3%	59	3	5%	66	1	2%
OAKLAND HIGH	464	48	10%	421	38	9%	419	48	11%
OAKLAND TECHNICAL	250	33	13%	215	29	13%	201	20	10%
SKYLINE	461	57	12%	482	52	11%	490	59	12%
TOTAL	1,746	146	8%	1,585	134	8%	1,596	142	9%

**Number and Percent of 1995 OPS Graduates Enrolled at
UC & Peralta Community Colleges in Fall 1995**

COMPREHENSIVE HIGH SCHOOLS ONLY	TOTAL No. 1995 OPS Graduates	Enrollment in UC		Enrollment in Peralta CC		Total Enrollment in UC & Peralta	
		Number	Percent	Number	Percent	Number	Percent
CASTLEMONT	154	3	2%	42	27%	45	29%
FREMONT	254	9	4%	86	34%	95	37%
McCLYMONDS	59	3	5%	16	27%	19	32%
OAKLAND HIGH	421	38	9%	168	40%	206	49%
OAKLAND TECH	215	29	13%	80	37%	109	51%
SKYLINE	482	52	11%	153	32%	205	43%
TOTAL	1,585	134	8%	545	34%	679	43%

Graduation Data Source: October 1995 CBEDS

**Number and Percent of 1996 OPS Graduates Enrolled at
UC & Peralta Community Colleges in Fall 1996**

COMPREHENSIVE HIGH SCHOOLS ONLY	TOTAL No. 1996 OPS Graduates	Enrollment in UC		Enrollment in Peralta CC		Total Enrollment in UC & Peralta	
		Number	Percent	Number	Percent	Number	Percent
CASTLEMONT	144	3	2%	36	25%	39	27%
FREMONT	276	11	4%	95	34%	106	38%
McCLYMONDS	66	1	2%	9	14%	10	15%
OAKLAND HIGH	419	48	11%	156	37%	204	49%
OAKLAND TECH	201	20	10%	71	35%	91	45%
SKYLINE	490	59	12%	163	33%	222	45%
TOTAL	1,596	142	9%	530	33%	672	42%

Graduation Data Source: October 1996 CBEDS

INDICATOR 2

ATTITUDINAL/BEHAVIORAL OUTCOMES

DISTRICT ATTENDANCE RATE*

Percent of Actual Attendance

1989 - 1997

CONFIGURATION	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
ELEMENTARY (Grades K - 8)	93	94	94	94	94	89	93	81	93
MIDDLE/JUNIOR HIGH (Grades 5 - 9)	91	91	91	92	91	87	84	82	91
SENIOR HIGH (Grades 9 - 12)	86	88	86	87	88	84	77	85	88
TOTAL	91	93	92	92	92	88	83	82	92

**The Attendance Rates are for the First through the Tenth Statistical Report Periods. Figures for the Eleventh through the Thirteenth Statistical Periods are not included for the 12 Year-Round Elementary Schools. Traditionally-scheduled schools have a total of 10 Statistical Periods, while Year-Round Schools have a total of 13 Statistical Periods.*

*Actual Attendance Rate = Total potential days divided by days students are actually present at school
(Regular Schools - 180; YearRound Schools - 175 days)*

DROPOUT RATE BY SCHOOL
Three Year Trend
Percent of Dropouts Grades 9 through 12

HIGH SCHOOL	1993-94	1994-95	1995-1996
CASTLEMONT	6.0	16.1	16.2
FREMONT	18.2	21.2	14.5
McCLYMONDS	14.8	24.4	22.2
OAKLAND HIGH	2.9	9.8	2.8
OAKLAND TECHNICAL	7.5	8	10.7
SKYLINE	1.5	1.2	1.4

ALTERNATIVE SCHOOLS	1993-94	1994-95	1995-1996
DEWEY / BAYMART	14.9	30.6	16.8
EASTSIDE CENTER	0	26.5	3.7
FAR WEST SENIOR HIGH	2.4	6.5	1.2
STREET ACADEMY SR. HIGH	4.8	3.5	14.3

JUNIOR HIGH SCHOOLS	1993-94	1994-95	1995-1996
EDNA BREWER	3.7	2.6	1.2
FRICK JR. HIGH	9.7	10	8.0
BRET HARTE JR. HIGH	2.8	7.7	2.8
HAVENSCOURT JR. HIGH	0	4.5	0.8
KING ESTATES JR. HIGH	7.4	10.2	5.6
MONTERA JR. HIGH	0.4	0	0.4
ROOSEVELT JR. HIGH	11.1	5.2	6.3
CALVIN SIMMONS JR. HIGH	14.8	6.1	11.3
WESTLAKE JR. HIGH	2.5	1.7	1.9
OAKLAND UNIFIED SCHOOL	8.0	11.2	9.1

DROPOUT RATE by ETHNICITY

1995 - 1996

JUNIOR/MIDDLE SENIOR HIGH SCHOOL ETHNICITY	ENROLLMENT				NUMBER of DROPOUTS				PERCENT				TOTAL ENROLL. (9-12)	TOTAL DROP (9-12)	1 YEAR RATE (9-12)
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th			
AFRICAN AMERICAN	2,142	1,825	1,323	911	225	222	139	90	11%	12%	11%	10%	6,201	676	11%
ASIAN	762	696	627	435	29	33	22	6	4%	5%	4%	1%	2,520	90	4%
CAUCASIAN	143	132	105	85	14	12	5	2	10%	9%	5%	2%	465	33	7%
FILIPINO	39	53	41	32	2	4	2	0	5%	8%	5%	0%	165	8	5%
HISPANIC	615	624	480	281	65	75	60	28	11%	12%	13%	10%	2,000	228	11%
NATIVE AMERICAN	16	6	9	7	1	2	1	0	6%	33%	11%	0%	38	4	11%
PACIFIC ISLANDER	35	23	23	25	5	2	3	0	14%	9%	13%	0%	106	10	9%
TOTAL	3,752	3,359	2,608	1,776	341	350	232	126	9%	10%	9%	7%	11,495	1,049	9%

DISTRICT RETENTIONS
Retentions by Number and Percent for
Elementary, Middle Junior and Senior High Schools

1996-1997

CONFIGURATION	1996-97		
	Enrollment*	Number	Percent
ELEMENTARY	32,017	1,189	3.7
MIDDLE/JUNIOR	9,735	343	3.5
SENIOR HIGH**	8,716	939	10.8
TOTAL	50,468	2,471	4.9

*Data Source: MIS (Student Enrollment reflects the count at the end of the school year)

**Comprehensive and Alternative High Schools Represented

INDICATOR 2.4a

**Number and Percent of
Retentions by Gender
1996 - 1997**

GENDER	YEAR 1995 - 1996		
	Total Enroll.	Number Retained	Percent
FEMALE	25,110	1,025	4.1
MALE	25,358	1,446	5.7
TOTAL DISTRICT	50,468	2,471	4.9

INDICATOR 2.4b

Retention Rate by Ethnicity

1996 - 1997

ETHNICITY	YEAR 1996-1997			
	Total Enrollment		Number and Rate of Retentions	
	N	%	N	%
AFRICAN AMERICAN	25,625	50.8	1,467	5.7
ASIAN	9,345	18.5	319	3.4
CAUCASIAN	3,217	6.4	87	2.7
FILIPINO	459	0.9	20	4.4
HISPANIC	10,843	21.5	529	4.9
NATIVE AMERICAN	216	0.4	18	8.3
PACIFIC ISLANDER	399	0.8	24	6.0
UNKNOWN	364	0.7	7	1.9
TOTAL DISTRICT	50,468	100%	2,471	4.9

DISTRICT STABILITY INDEX
Percent of Students Who Remained
at the Same School for Entire School Year
for Elementary, Jr/Middle & Senior High

1996 - 1997

CONFIGURATION	1996 - 1997	
	Enrollment*	Remaining (%)
ELEMENTARY (Grades K - 6)	33,681	89
JUNIOR HIGH/MIDDLE (Grades 5 - 9)	11,493	86
SENIOR HIGH** (Grades 9 - 12)	8,099	83
TOTAL	53,273	88

*Data Source: October 1996 CBEDS Report

**Comprehensive and Alternative High Schools Represented

INDICATOR 2.6a**SUSPENSION RATE: 1996 - 1997**

LEVELS	TOTAL ENROLLMENT	TOTAL NUMBER SUSPENDED	SUSPENSION RATE
ELEMENTARY	33,681	1,295	3.8
MIDDLE/JUNIOR	11,493	2,782	24.2
SENIOR	8,099	1,708	21.1
TOTAL DISTRICT	53,273	5,785	10.9

INDICATOR 2.6b**INCIDENTS OF SUSPENSION: 1996 - 1997**

LEVELS	TOTAL NUMBER SUSPENDED	TOTAL NUMBER OF SUSPENSION INCIDENTS	AVERAGE # OF TIMES SUSPENDED
ELEMENTARY	1,295	1,745	1.3
MIDDLE/JUNIOR	2,782	4,959	1.8
SENIOR	1,708	2,638	1.5
TOTAL DISTRICT	5,785	9,342	1.6

INDICATOR 2.6c**LENGTH OF SUSPENSIONS: 1996- 1997**

LEVELS	*TOTAL NUMBER OF INCIDENTS	TOTAL NUMBER OF DAYS SUSPENDED	AVERAGE # OF DAYS SUSPENDED
ELEMENTARY	1,745	4,328	2.5
MIDDLE/JUNIOR	4,959	15,589	3.1
SENIOR	2,638	9,047	3.4
TOTAL DISTRICT	9,342	28,964	3.1

*Incidents of Suspension is the number of cases of suspension.

INDICATOR 2.7

SELECTED SCHOOL CHARACTERISTICS 1996 - 1997

ELEMENTARY	Enroll.	% of Actual Attend	Stability Index	% of Retentions	Suspension Rate	% of F/R Lunch	% of AFDC	% of LEP Students
Allendale YR (K-6)*	774	92	91	3	2	40	62	47
Bella Vista YR (K-6)*	958	93	92	3	5	95	74	56
Brookfield (K-5)*	533	92	84	4	2	72	74	19
Bunche (Ralph) (Ages 7-21)	94	89	67	17	4	59	N/A	7
Burbank (K-6)*	403	90	84	3	3	80	79	5
Burckhalter (K-6)*	267	93	90	5	2	69	18	8
Chabot (K-6)	348	95	95	2	1	20	1	5
Cleveland (K-6)*	427	97	96	4	2	55	66	49
Cole (4-8)*	308	91	83	1	11	84	39	11
Cox (K-5)*	1,198	92	86	1	2	79	64	32
Crocker Highlands (K-6)	483	96	95	2	3	18	5	5
Emerson (K-5)*	385	93	88	6	10	78	86	19
Franklin YR (K-6)*	1,043	94	88	3	6	93	58	67
Fruitvale (K-6)*	691	93	91	3	1	83	62	43
Garfield YR (K-6)*	1,300	94	93	3	5	86	53	67
Glenview (K-6)*	475	95	91	4	4	50	29	28
Golden Gate (K-6)*	426	90	80	3	0.2	91	56	7
Grass Valley (K-6)	265	94	94	1	1	42	15	0.4
Hawthorne YR (K-6)*	1,367	92	92	3	1	88	40	74
Highland YR (K-6)*	898	90	88	3	1	79	63	48
Hillcrest (K-8)	285	96	96	1	0.4	5	5	1
Hoover (K-4)*	615	91	87	6	7	93	91	17
Howard (K-6)*	371	93	90	5	10	76	16	1
Jefferson YR (K-6)*	1,224	91	92	2	7	93	43	66

SELECTED SCHOOL CHARACTERISTICS 1996 - 1997

ELEMENTARY (Continued)	Enroll.	% of Actual Attend	Stability Index	% of Retentions	Suspension Rate	% of F/R Lunch	% of AFDC	% of LEP Students
Kaiser (K-8)	249	96	98	2	1	23	0.4	5
M. L. King, Jr. (K-3)*	497	90	85	3	8	81	56	16
La Escuelita (K-6)*	389	96	91	1	0	89	N/A	67
Lafayette (K-6)*	606	92	85	5	0.2	98	45	27
Lakeview (K-6)*	502	93	87	2	3	71	38	13
Laurel (K-6)*	602	95	93	2	4	76	20	39
Lazear (K-6)*	521	93	95	1	4	90	21	82
Lincoln (K-6)*	780	97	97	1	N/R	86	19	80
Lockwood YR (K-6)*	884	89	88	2	6	84	62	39
Longfellow (K-6)*	469	92	89	3	11	92	38	7
Horace Mann YR (K-6)*	662	90	86	2	5	79	73	37
Manzanita YR (K-6)*	976	95	88	3	1	89	90	49
Markham (K-6)*	571	91	87	2	2	88	90	26
Marshall (K-6)*	310	94	92	1	4	60	4	6
Maxwell Park (K-6)*	577	92	89	10	2	78	33	15
Melrose (K-6)*	497	96	92	3	0.2	91	38	76
Joaquin Miller (K-6)	485	97	90	1	0.2	7	1	1
Montclair (K-6)	389	95	95	3	1	13	1	2
Carl Munck (K-6)	417	95	94	6	2	38	0.2	10
Parker (K-6)*	629	91	82	3	10	94	47	10
Peralta YR (K-5)	227	95	94	8	1	50	17	2
Piedmont Avenue (K-6)*	404	92	89	1	1	60	34	8
Prescott (K-6)*	641	89	89	2	15	90	62	27
Redwood Heights (K-6)	342	95	95	6	1	19	3	4
Santa Fe (K-6)*	449	93	85	2	6	93	63	7
Sequoia (K-6)	428	95	94	1	1	59	21	21

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ELEMENTARY (Continued)	Enroll.	% of Actual Attend	Stability Index	% of Retentions	Suspension Rate	% F/R Lunch	% of AFDC	% of LEP Students
Sherman (K-6)*	346	94	95	1	1	69	35	5
Sobrante Park (K-5)*	339	91	82	5	4	83	68	41
Stonehurst (K-5)*	787	91	88	4	8	81	41	57
John Swett (K-8)*	264	93	88	7	14	66	27	11
Thornhill (K-6)	409	95	89	5	0.2	11	11	5
Tilden (Deaf Ed.)	64	93	87	52	0	70	N/A	5
Toler Heights (K-3)*	117	91	79	4	3	79	16	2
Washington (K-6)*	405	92	87	2	3	86	49	6
Webster Academy (K-6)*	1,044	91	83	2	4	92	74	24
Whittier YR (K-6)*	802	89	88	2	5	92	69	46
Whitton (HO) Charles Ctr.	32	89	66	82	N/A	38	N/A	3
ELEM. TOTAL	33,250	93	89	4	4	76	47	35

* Compensatory Education - funded schools

N/A Data Not Available

N/R Data Not Reported

SELECTED SCHOOL CHARACTERISTICS 1996 - 1997

MIDDLE/JR HIGH	Enroll.	% of Actual Attend	Stability Index	% of Retentions	Suspension Rate	% of F/R Lunch	% of AFDC	% of LEP Students
Arts (K-8)*	179	99	94	0	2	31	N/A	9
Edna Brewer (7-9)*	996	91	89	3	15	56	31	31
Carter (6-8)*	375	83	75	1	27	73	84	8
Claremont (6-8)*	657	93	92	1	17	43	17	9
Elmhurst (6-8)*	688	86	78	2	31	68	82	30
Foster (5-8)*	324	88	82	3	20	87	84	22
Frick (7-9)*	538	91	79	8	57	61	82	19
Bret Harte (7-9)*	1,006	94	90	1	29	50	24	31
Havenscourt (7-9)*	695	92	94	5	29	75	63	47
King Estates (7-9)*	585	91	76	5	33	53	23	2
Lowell (7-8)*	300	86	82	4	38	75	79	21
Madison (6-8)*	432	94	86	5	38	74	80	35
Merritt Middle College	178	62	55	17	15	13	N/A	3
Montera (7-9)	938	94	94	1	21	18	1	5
Roosevelt (7-9)*	998	89	84	4	23	84	81	64
C. Simmons (7-9)*	1,052	91	91	2	22	65	76	55
Westlake (7-9)*	571	89	80	4	33	73	35	31
MIDDLE/JR. HIGH TOTAL	10,512	82	86	4	24	60	50	29

* Compensatory Education - funded schools

N/A Data Not Available

N/R Data Not Reported

SELECTED SCHOOL CHARACTERISTICS 1996 - 1997

SENIOR HIGH	Enroll.	% of Actual Attend	Stability Index	% of Retentions	Suspension Rate	% of F/R Lunch	% of AFDC	% of LEP Students
Bunche Center (9-12)	105	39	39	52	41	27	N/A	4
Castlemont (9-12)	1,381	89	80	13	23	49	82	22
Dewey Cont (9-12)	319	57	65	30	3	27	N/A	11
Far West (9-12)	102	68	92	N/A	9	28	N/A	7
Fremont (10-12)	1,491	93	81	12	16	53	67	43
Laney Middle College	17	74	75	27	15	35	N/A	13
McClymonds(9-12)	629	89	79	10	31	59	76	13
Oakland (10-12)	1,631	93	90	8	10	58	65	43
Oakland Tech(9-12)	1,817	90	83	9	13	42	26	18
Skyline (10-12)	1,826	89	90	2	27	20	4	13
Street Academy(9-12)	193	80	75	17	1	30	N/A	13
SR HI TOTAL	9,511	88	83	11	21	43	44	25
<i>DISTRICT TOTAL</i>	<i>53,273</i>	<i>92</i>	<i>88</i>	<i>5</i>	<i>11</i>	<i>67</i>	<i>47</i>	<i>32</i>

* Compensatory Education - funded schools

N/A Data Not Available

N/R Data Not Reported

STUDENT ENROLLMENT

DISTRICT ENROLLMENT TRENDS

1923 - 1924 through 1996 - 1997

YEAR	DISTRICT ENROLLMENT	YEAR	DISTRICT ENROLLMENT
1996-1997	53,273	1959-1960	58,365
1995-1996	52,269	1958-1959	56,832
1994-1995	51,706	1957-1958	55,607
1993-1994	51,748	1956-1957	54,511
1992-1993	52,615	1955-1956	55,637
1991-1992	52,279	1954-1955	54,196
1990-1991	51,157	1953-1954	52,825
1989-1990	50,741	1952-1953	50,899
1988-1989	51,218	1951-1952	48,545
1987-1988	51,298	1950-1951	46,882
1986-1987	51,622	1949-1950	49,045
1985-1986	51,409	1948-1949	48,085
1984-1985	51,492	1947-1948	47,563
1983-1984	49,940	1946-1947	45,306
1982-1983	48,646	1945-1946	45,360
1981-1982	48,366	1944-1945	46,080
1980-1981	49,300	1943-1944	45,029
1979-1980	49,883	1942-1943	43,748
1978-1979	49,851	1941-1942	42,598
1977-1978	52,685	1940-1941	43,102
1976-1977	N/A	1939-1940	44,810
1975-1976	53,661	1938-1939	45,735
1974-1975	55,504	1937-1938	47,626
1973-1974	56,860	1936-1937	47,923
1972-1973	59,654	1935-1936	47,923
1971-1972	62,017	1934-1935	48,490
1970-1971	61,586	1933-1934	48,055
1969-1970	61,635	1932-1933	48,541
1968-1969	64,078	1931-1932	49,698
1967-1968	61,119	1930-1931	49,133
1966-1967	59,852	1929-1930	49,902
1965-1966	61,787	1928-1929	49,284
1964-1965	62,238	1927-1928	46,464
1963-1964	62,076	1926-1927	46,538
1962-1963	N/A	1925-1926	43,118
1961-1962	N/A	1924-1925	42,308
1960-1961	59,548	1923-1924	41,201

STUDENT ENROLLMENT by ETHNIC GROUP *

1984-1985 through 1996-1997

DATE	African American		Asian		Caucasian		Filipino		Hispanic		Native American		Pacific Islander		Total Enrollment
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	TOTAL
1996-1997	27,641	51.88	9,748	18.29	3,317	6.22	483	0.90	11,437	21.46	232	0.43	415	0.77	53,273
1995-1996	27,265	52.16	9,638	18.43	3,549	6.78	512	0.97	10,622	20.32	248	0.47	435	0.83	52,269
1994-1995	27,410	53.00	9,533	18.44	3,461	6.69	549	1.06	10,011	19.36	294	0.57	448	0.87	51,706
1993-1994	27,798	53.70	9,375	18.10	3,580	6.90	648	1.30	9,725	18.80	253	0.50	369	0.70	51,748
1992-1993	28,202	54.90	9,100	17.70	3,758	7.30	656	1.30	9,010	17.60	277	0.50	331	0.60	51,334
1991-1992	28,010	54.60	8,641	16.80	4,223	8.20	694	1.20	8,898	17.40	243	0.50	670	1.30	51,320
1990-1991	29,327	56.30	8,717	16.70	4,390	8.40	633	1.20	8,302	15.90	212	0.40	514	1.00	52,095
1989-1990	29,179	57.50	8,181	16.10	4,440	8.80	627	1.20	7,600	15.00	251	0.50	463	0.90	50,741
1988-1989	28,911	57.30	8,168	16.20	4,422	8.80	623	1.20	7,580	15.00	249	0.50	462	0.90	50,415
1987-1988	30,330	59.20	7,856	15.30	4,652	9.10	701	1.40	7,076	13.80	260	0.50	343	0.70	51,218
1986-1987	31,129	60.70	7,385	14.40	4,901	9.60	689	1.30	6,631	12.90	280	0.50	283	0.60	51,298
1985-1986	31,971	61.90	7,238	14.00	4,999	9.70	660	1.30	6,238	12.20	270	0.50	201	0.40	51,622
1984-1985	32,461	63.10	7,017	13.70	5,332	10.40	524	1.00	5,820	11.30	255	0.50	comb/ asian		51,409

* Source: California Basic Educational Data System (CBEDS), October, 1984 - 1996

**COMPARISON OF 1995-1996 AND 1996-1997
LEP Student Enrollment**

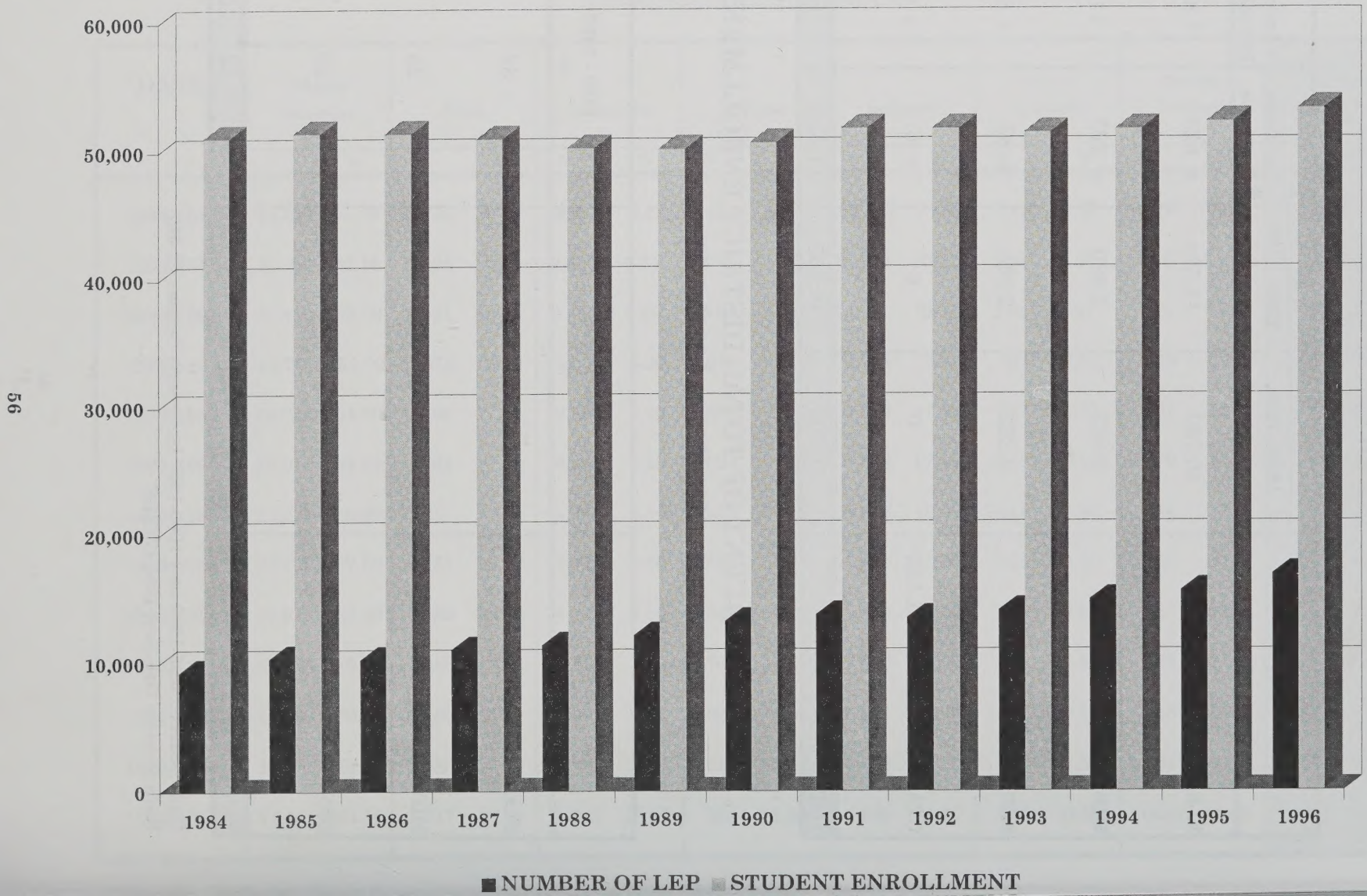
Level	N	N	Increase/ Decrease	% Increase/ Decrease
	1995 - 1996	1996 - 1997		
ELEMENTARY	10,730	11,594	+ 864	+ 8.0
MIDDLE/JUNIOR HIGH	2,623	2,920	+ 297	+ 11.3
SENIOR HIGH	2,252	2,335	+ 83	+ 3.6
CTAPPP NON-SCHOOL LEP	0	6	+ 6	+ 6
TOTAL DISTRICT	15,605	16,855	1,250	8.0

**LEP AS PERCENT OF TOTAL DISTRICT ENROLLMENT
1995-1996 and 1996- 1997**

Level	1995 - 1996 %	1996 - 1997 %
ELEMENTARY	33	34
MIDDLE/JUNIOR HIGH	26	25
SENIOR HIGH	24	29
TOTAL DISTRICT	30	32

Data Source: 1995-1996 and 1996-1997 Language Census {R-30}
Data Source: October, 1996 CBEDS

STUDENT ENROLLMENT and LEP TREND 1984 through 1996



LIMITED ENGLISH PROFICIENT (LEP)

Number and Percent

1985 - 1996

YEAR	NUMBER of LEP*	Enrollment**	Percent of LEP
1984 - 1985	9,281	51,083	18.0
1985 - 1986	10,358	51,453	20.0
1986 - 1987	10,263	51,419	20.0
1987 - 1988	11,013	51,007	22.0
1988 - 1989	11,364	50,298	23.0
1989 - 1990	12,119	50,213	24.0
1990 - 1991	13,215	50,678	26.0
1991 - 1992	13,707	51,790	26.5
1992 - 1993	13,470	51,752	26.0
1993 - 1994	14,049	51,432	27.3
1994 - 1995	14,872	51,706	28.8
1995 - 1996	15,569	52,269	29.8
1996 - 1997	16,855	53,273	31.6

MAJOR LANGUAGE GROUPS

Number and Percent by LEP Enrollment

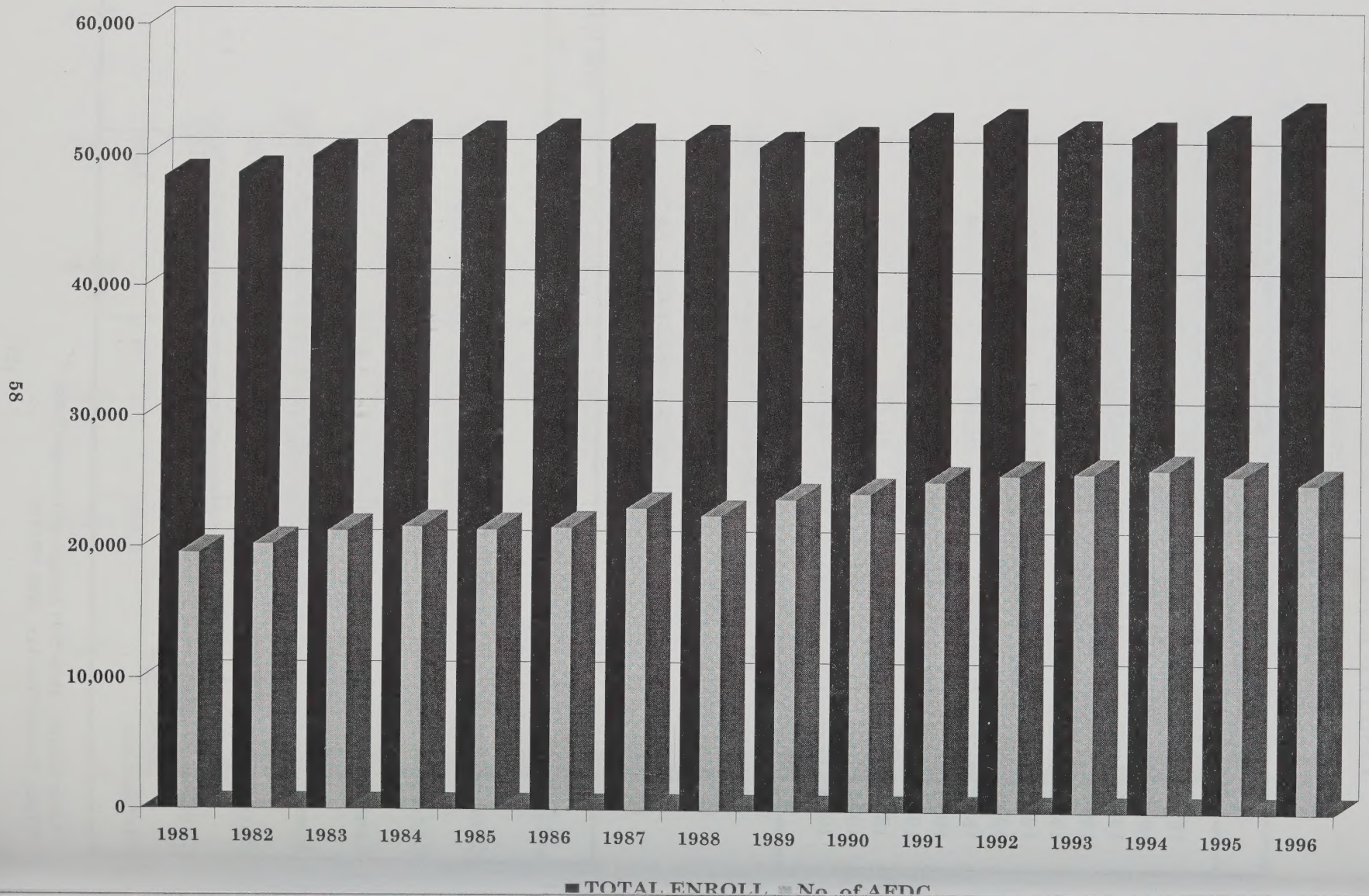
1995-1996 and 1996-1997

Languages	1995-1996 N	1995-1996 %	1996-1997 N	1996-1997 %
Cambodian	1,173	7.5	1,219	7.2
Cantonese	2,660	17.1	2806	16.6
Laotian	268	1.7	267	1.6
Mien	837	5.4	908	5.4
Spanish	8,059	51.8	8970	53.2
Tagalog	172	1.1	171	1.0
Vietnamese	1,449	9.3	1493	8.9

*Data Source: 1996-1997 Language Census (R-30)

**Data Source: October, 1996 CBEDS

STUDENT ENROLLMENT and AFDC TREND 1981 through 1996



AFDC

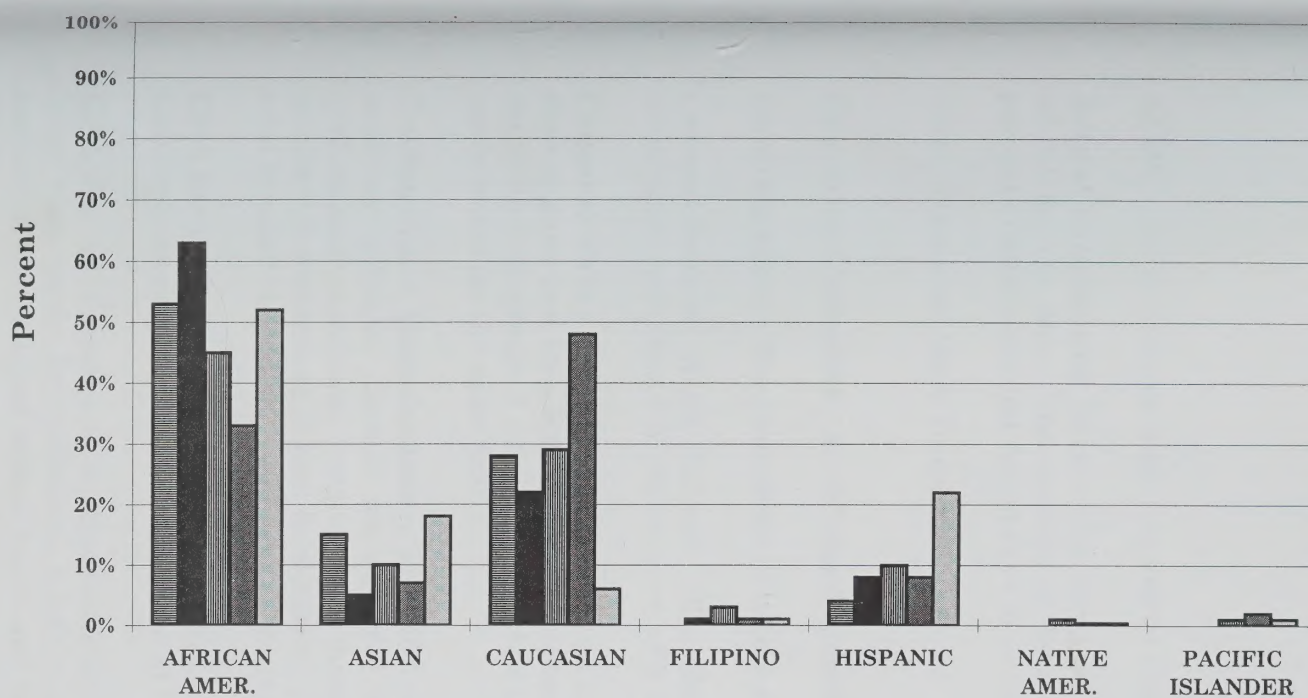
Number and Percent of Total School Population 1981 - 1997

YEARS	TOTAL ENROLL	No. of AFDC	% of AFDC
1980-1981	49,300	17,982	36.47%
1981-1982	48,366	19,554	40.43%
1982-1983	48,646	20,199	41.52%
1983-1984	49,940	21,223	42.50%
1984-1985	51,492	21,534	41.82%
1985-1986	51,409	21,330	41.49%
1986-1987	51,622	21,489	41.63%
1987-1988	51,298	22,984	44.80%
1988-1989	51,218	22,416	43.77%
1989-1990	50,741	23,717	46.74%
1990-1991	51,157	24,175	47.26%
1991-1992	52,279	25,127	48.06%
1992-1993	52,615	25,618	48.69%
1993-1994	51,748	25,761	49.78%
1994-1995	51,706	26,077	50.43%
1995-1996	52,269	25,690	49.15%
1996-1997	53,273	25,033	46.99%

**CERTIFICATED AND
CLASSIFIED
STAFF DESCRIPTIONS**

**1996-1997
DISTRICT
Staff and
Student
Distribution
(FTE) only**

■ Cert. Cent. Off. Admins.
 ■ Cert. Site Admins.
 ■ Classified Admins.
 ■ Cert. Teachers
 □ Students



STAFF		AFRICAN AMER.	ASIAN	CAUCASIAN	FILIPINO	HISPANIC	NATIVE AMER.	PACIFIC ISLANDER	Totals
Certificated Central Office Administrators	N	25	7	13	0	2	0	0	47
	%	53%	15%	28%	0%	4%	0%	0%	100%
Certificated School Site Administrators	N	89.5	7	32	2	12	0	0	142.5
	%	63%	5%	22%	1%	8%	0%	0%	100%
Classified Administrators	N	39	7	15	4	9.9	1	3	78.9
	%	45%	10%	29%	3%	10%	1%	1%	100%
Certificated Teachers	N	909.9	188.5	1307.9	29	231.3	13	44	2,722.7
	%	33%	7%	48%	1%	8%	0.4%	2%	100%
Students	N	27,641	9,748	3,317	483	11,437	232	415	53,273
	%	52%	18%	6%	1%	22%	0.4%	1%	100%

GLOSSARY

AFDC - Aid to Families with Dependent Children

Actual Attendance Rate - This term refers to the time students are actually at school for the day. The number of days students are present is expressed as a percent of total potential school days in an entire year.

CSU - California State University

Cognitive Outcomes - Knowledge acquired.

Configuration - The grade level structure of schools.

Comprehensive High School - Provides all required courses for high school graduation, including A-F requirements for the University of California.

Dropout Rate - Students are reported as dropouts if they are absent 45 consecutive days or more and for whom no transfer of records has been requested. The number of dropouts from grades 7 - 12 is expressed as a percent of the total enrollment for those grade levels for the same year.

Golden State Examination - The GSE offers end-of-course examinations in key academic subjects. Results are reported in terms of a six-level set of state-wide performance standards, ranging from minimal achievement to high honors. The number of students at School Recognition, Honors, or High Honors is divided by the total number of student enrollment in the matching subject area courses.

GPA for A - F Courses - A-F courses are those courses honored by the University of California as prerequisites to enrollment at the UC campuses.

GPA for all Courses - At the secondary level, student performance is reported every nine weeks in traditional A,B,C,D and F format. These letter grades are converted to numerical values which can be computed in Grade Point Averages or GPA's.

LEP - Limited English Proficient

(N = #) - N represents the number of students.

N/A - Not Available

N/R - Not Reported by the school site.

GLOSSARY

(continued)

OUSD - Oakland Unified School District

Retention - Students remaining in the same grade more than one year.

SAT Scores Recentered - In April, 1995, the College board recentered the score scales for all tests in the SAT program to reflect the contemporary test-taking population. Recentering reestablished the average score for a study group of 1990 seniors at about 500 - the midpoint of the 200 to 800 scale - allowing students, schools and colleges to more easily interpret scores in relation to those of a similar group of college-bound seniors. Recentering also simplifies comparisons between students' verbal and mathematical abilities and improves reliability of SAT program scores and their ability to predict success in college.

Stability - Students remaining in the same school for an entire school year.

Suspension Rates - When a student's behavior at school creates a serious disruption, he/she may be sent home from school for a period of 1 to 5 days. Forms are completed for students' records and parents are informed. The number of individual students recorded as suspended (the "head count") is expressed as a percent of the total enrollment.

TerraNova Scores: Reading, Language & Math - Reading, Language and Mathematics achievement results from the TerraNova assessment series was given to students for the first time in the spring of 1997. In the place of the formally used CTBS/Level 4 assessment test. TerraNova is an innovative new series based on conceptual design, content, resemblance to instructional material, psychometric thoroughness, and a graphic reporting system. It is reported in terms of the percent at each performance level which ranges from levels 1 through 5. Level 5 being the highest level of performance, level 1 the lowest, level 3 represents that a student is nearing their particular grade level. Descriptions of TerraNova Performance Levels 1 through 5 for grades 1st through 12th, can be found in detail on the last four pages of this report.

UC - University of California

OAKLAND UNIFIED SCHOOL DISTRICT
Department of Research and Evaluation
Terra Nova Performance Levels

Grades 1 & 2	Reading	Language	Mathematics
5 Advanced	Students can use a variety of strategies to determine the meaning of unfamiliar words, idioms, and figures of speech; recall a complicated sequence of events from a passage; use passage information and knowledge from other sources to make reasonable predictions and recognize appropriate additions to a text	Students can identify base or root words; decode words with variant vowel sounds, such as <i>park</i> , <i>walk</i> , and <i>loud</i> ; identify correct punctuation for greetings in friendly letters; edit sentences for double negatives; complete more challenging paragraphs by choosing a sentence that is logically consistent with the paragraph's structure	Students can use the concept of one-half to solve problems; have initial understanding of number lines; add and subtract two-digit numbers; apply addition and subtraction skills to money problems; solve simple elapsed time problems; use problem-solving strategies and make sustained efforts to solve problems and explain reasoning used to solve problems
4 Proficient	Students can define common expressions; identify synonyms and antonyms; recall details from more advanced passages; make judgments about characters and predictions that extend beyond the text; in written responses, they show understanding of newly defined words and use a broader perspective to link themes and interpret passages	Students can identify long and short vowel sounds in the middle of words; distinguish complete sentences from fragments; and supply subjects or predicates for incomplete sentences; complete short paragraphs by selecting the sentence that best fits in the middle of the paragraph; identify the correct closing punctuation in letters and edit sentences for correct verb forms	Students can recognize place value to hundreds; count by twos; measure to nearest inch and centimeter; measure lengths in non-standard units; read time to the half-hour; describe and classify common shapes; have three dimensional spatial sense; combine pattern blocks to form given shapes; complete tally charts and bar graphs; use data to solve problems and extend numerical and geometric patterns
3 Nearing Proficiency	Students can read and understand grade-level words; independently read primer and first grade texts; identify important details from these passages and use the details to reach conclusions	Students can substitute proper nouns with pronouns; identify words that form a contraction; recognize and construct compound words and capitalize the pronoun "I"; convert statements to questions; identify correct greeting and date conventions in letters and complete short paragraphs by selecting the appropriate concluding sentence or sequence of events	Students can read numbers to 1000; compare and order numbers to 100; identify one-half of a set; add and subtract two-digit numbers without regrouping; add coin values; add and subtract to solve one-step problems; match number sentences to problems; read calendars; identify measurement tools; recognize symmetry and congruence; complete tally charts and interpret simple tables and bar graphs
2 Progressing	Students can identify ideas and interpret characters' emotions in orally presented stories; read sentences composed of primer-level words and identify pictures that illustrate the sentences	Students edit for capitalization of words at the beginning of sentences and for ending punctuation and match words that begin with the same consonant blends	Students can recognize ordinal numbers; compare sets; recognize one-half of a region; form combinations of a given sum; identify one-to-one correspondences; solve one-digit subtraction word problems; identify and solve number sentences for one-digit addition; recognize congruent shapes; read simple tables and charts and recognize and complete simple geometric and numerical patterns
1 Step 1	Students can identify pictured representations of details from oral stories; read sentences composed of pre-primer-level words and identify pictures that illustrate the sentences	Students can identify specific sight words and match the beginning sounds of spoken words with their written counterparts	Students can read numbers to 100; count members of sets; identify missing numbers in a counting sequence; solve one-digit addition word problems; compare lengths and recognize common shapes

IMPORTANT: Performance level scores provide a description of what students can do in terms of the content and skills assessed by *Terra Nova*, which are typically found in curricula spanning Grades 1 and 2. It is desirable to work towards achieving a Level 4 (Proficient) or Level 5 (Advanced) by the end of Grade 2. **Nationally, in Reading, most 1st grade students are in Levels 1, 2 and 3 with a small percentage in Levels 4 and 5.** Students in a given performance level can perform the majority of what is described for that level and even more of what is described for the levels below. Students may also be capable of performing some of the things described in the next higher level, but not enough to have reached that level. For each content area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate to show academic growth.

OAKLAND UNIFIED SCHOOL DISTRICT

Department of Research and Evaluation

Terra Nova Performance Levels

Grades 3,4,5	Reading	Language	Mathematics
5 Advanced	Students can use analogies to generalize; identify a paraphrase of concepts or ideas in texts; indicate thought processes that led them to a previous answer; in written responses, demonstrate understanding of an implied theme, assess intent of passage information, and provide justification as well as support for their answers	Students can understand logical development in paragraph structure; identify essential information from notes; recognize the effect of prepositional phrases on subject-verb agreement; find and correct at least 4 out of 6 errors when editing simple narratives; correct run-on and incomplete sentences in more complex texts; and can eliminate all errors when editing their own work	Students can locate decimals on a number line; compute with decimals and fractions; read scale drawings; find areas; identify geometric transformations; construct and label bar graphs; find simple probabilities; find averages; use patterns in data to solve problems; use multiple strategies and concepts to solve unfamiliar problems; express mathematical ideas and explain the problem-solving process
4 Proficient	Students can interpret figures of speech; recognize paraphrase of text information and retrieve information to complete forms; can in more complex texts, identify themes, main ideas, or author purpose/point of view; analyze and apply information in graphic and text form, make reasonable generalizations, and draw conclusions; in written responses, can identify key elements from text	Students can select the best supporting sentences for a topic sentence; use compound predicates to combine sentences; they can identify simple subjects and predicates, recognize correct usage when confronted with two types of errors, and find and correct at least 3 out of 6 errors when editing simple narratives; and can edit their work with only minor errors	Students can compare, order, and round whole numbers; know how to determine place value to thousands; identify fractions; use computation and estimation strategies measure to nearest half-inch and centimeter; relate multiplication to addition; measure and find perimeters; estimate measures; find elapsed times; combine and subdivide shapes; identify parallel lines; interpret tables and graphs and solve two-step problems
Partially Proficient	3 Nearing Proficiency	Students can use context clues and structural analysis to determine word meaning; recognize homonyms and antonyms in grade-level text; identify important details, sequence, cause and effect, and lessons embedded in the text; can interpret characters' feelings and apply information to new situations; and in written responses, can express an opinion and support it	Students can identify even and odd numbers; subtract whole numbers with regrouping; multiply one-digit numbers; recognize simple fractions; identify appropriate measurement tools; measure and find perimeters; tell time to nearest fifteen minutes; recognize, describe, and classify common shapes; recognize symmetry and congruence; subdivide shapes; extend numerical and geometric patterns; complete bar graphs and know how to apply simple logical reasoning
	2 Progressing	Students can identify synonyms for grade-level words, and use context clues to define common words; make simple inferences and predictions based on text; identify character's feelings; transfer information from text to graphic form; or from graphic form to text and in written responses, provide limited support for their answers	Students know ordinal numbers; they can count by tens; have basic estimation skills; write and identify number sentences describing simple situations; identify appropriate measurement tools; they can use simple coordinate grids; solve coin combination problems; add whole numbers with regrouping; understand addition property of zero; they can, also, read calendars; read common tables and graphs; and can recognize congruent figures
1 Step 1	Students can select pictured representations of ideas; identify stated details contained in simple texts; in written responses, can select and transfer information from charts	Students can supply subjects to complete sentences; they can identify the correct use of pronouns; they can edit for the correct use of end marks and initial capital letters, and can identify the correct convention for greeting in letters	Students can read and recognize numbers to 1000; identify real-world use of numbers; add and subtract two-digit numbers without regrouping; identify addition situations; and they can recognize and complete geometric and numerical patterns

IMPORTANT: Performance level scores provide a description of what students can do in terms of the content and skills assessed by *Terra Nova*, which are typically found in curricula spanning Grades 3, 4 and 5. It is desirable to work towards achieving a Level 4 (Proficient) or Level 5 (Advanced) by the end of Grade 5. **Nationally, in Reading, most 5th grade students are in Levels 3 and 4 with a small percentage in Level 5.** Students in a given performance level can perform the majority of what is described for that level and even more of what is described for the levels below. Students may also be capable of performing some of the things described in the next higher level, but not enough to have reached that level. For each content area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate to show academic growth.

OAKLAND UNIFIED SCHOOL DISTRICT
Department of Research and Evaluation
Terra Nova Performance Levels

Grades 6,7,8	Reading	Language	Mathematics
5 Advanced	Students can recognize literary concepts such as mood, draw conclusions from more challenging text, and make connections between writers' experiences and perspectives; understand and use text structure and apply text ideas to new situations	Students can identify sentence combinations involving more complex subordination that maintains intended meaning; they can give full answers to essay questions and provide thorough support for their positions or assertions; they can find and correct at least 5 of 6 errors in editing tasks; and eliminate all errors when editing their own work	Students can apply number theory concepts; they can compute sales tax; show good number sense in estimation; they can find perimeter and area of common polygons; they can draw and measure angles; identify geometric transformation; translate real-life data to charts and graphs; they can identify appropriate sampling techniques; identify algebraic representations of problems; solve integrated problems and explain problem-solving reasoning
4 Proficient	Students can identify genre and author craft; they can recognize consistency in attitudes or viewpoints expressed in text; they can synthesize ideas across various parts of text to identify theme or central purpose; they can infer connections between characters and events across texts and interpret data in graphic organizers; in written responses, they can provide some justification or support for their answers	Students can supply all outline information; analyze more complex texts to resolve paragraphs coherence problems; they can find more complex errors embedded in texts, such as misplaced modifiers; they can find and correct at least 4 of 6 errors in editing tasks; in response to essay questions, they can provide some support for their assertions and they can edit their own work with only minor errors	Students can round to nearest 10 or 100; they can compare and order integers; they understand percents; solve proportions; compute with rational numbers; interpret division remainders in real-world contexts; find volumes; they can use concepts of similarity, congruence and symmetry; they can find average of whole numbers; they can use data to solve problems and understand trends; they can evaluate algebraic expressions and can solve multi-step problems
3 Nearing Proficiency	Students can determine word meaning and the meaning of some idiomatic expressions; they can identify author purpose, extra information from simple graphic forms, and paraphrase text information; they can identify relationships within text (e.g., cause/effect) and make some connections across two texts; and they can indicate the thought process that led them to an answer on a previous item	Students can identify appropriate resources; they can select sub-topic entries for outlines; they can combine sentences by subordinating phrases and clauses; they can find irrelevant sentences and choose the best topic sentence for paragraphs; they can find errors such as faulty sentence structure and verb inconsistency embedded in texts; identify irrelevant sentences in paragraphs and select the best place to insert new information	Students can understand place value to millions; they can add and subtract decimals and fractions; they can apply estimation strategies; they can identify operations needed to solve one-step problems; they can read scale drawings; they can identify appropriate measurement units; they can perform measurement conversions; they have two- and three-dimensional spatial sense; they can complete function tables; they can solve linear equations and they can use reasoning skills to solve problems
2 Progressing	Students can identify and describe the motivation of a person or character in text; they can make simple comparisons across texts; they can also recognize major story events or ideas in more complex text, draw conclusions based on accessible information, and identify pictured representations of text ideas	Students can choose a topic entry for a simple outline; they can combine sentences with simple conjunctions; they can select the best sentence to complete a time-sequence paragraph; and they can find errors in sentences when the format is straightforward and focuses on just one type of error	Students can compare and order decimals; they can solve one-step word problems using whole-number operations; they can estimate area using non-standard units; they can understand congruence; they can recognize zero probability; they can read and interpret common graphs; they can extend number patterns; and they can identify information needed to solve a problem
1 Step 1	Students can recognize main idea and some important details in straightforward text; they can transfer information from text to graphic form or from graphic form to text and can select pictured representations of ideas	Students can supply 1 of 3 missing pieces of information in a simple outline; and they can distinguish a correct complete sentence from sentence fragments	Students can count by twos and threes; they can add and subtract whole numbers; they can add and subtract decimals without regrouping; they can find elapsed times to the nearest half-hour; and they can read common charts and graphs

IMPORTANT: Performance level scores provide a description of what students can do in terms of the content and skills assessed by *Terra Nova*, which are typically found in curricula spanning Grades 6, 7, and 8. It is desirable to work towards achieving a Level 4 (Proficient) or Level 5 (Advanced) by the end of Grade 8. **Nationally, in Reading, most 8th grade students are in Levels 3 and 4 with a small percentage in Level 5.** Students in a given performance level can perform the majority of what is described for that level and even more of what is described for the levels below. Students may also be capable of performing some of the things described in the next higher level, but not enough to have reached that level. For each content area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate to show academic growth.

OAKLAND UNIFIED SCHOOL DISTRICT

Department of Research and Evaluation

Terra Nova Performance Levels

Grades 9,10, 11, 12	Reading	Language	Mathematics
5 Advanced	Students can make connections between an author's experience and written work; they can understand literary concepts such as tone; they can recognize appropriate summaries and extract and interpret information in technical texts; in written responses, they can fully support their positions or assertions with reasons, examples, and explanations	Students can recognize subtle errors in logic and parallel structure in complex, technical, and informative texts; they can select the concluding sentence that satisfies paragraph logic; they can find and correct at least 5 of 6 errors in extended editing tasks; and they can eliminate all errors when editing their own work	Students can compare and order rational numbers; they can understand and use percent, ratio and proportion; they can apply Pythagorean Theorem; construct figures with ruler and protractor; they can identify geometric transformations; construct circle graphs; identify quadratic equations; they have initial understanding of limits; they can use algebra to support decisions; they can solve multi-step, integrated problems and they can explain mathematical reasoning
4 Proficient	Students can make connections between person's/character's experiences and perspectives, recognize and evaluate author technique and style, and determine the meaning of increasingly complex vocabulary; they can draw conclusions and make generalizations from more challenging or specialized texts and make comparisons across texts; and in written responses, they can provide justification or support for their answers	Students can select, in technical and complex texts, best supporting sentences, best placement for new information, and topic sentences consistent with paragraph focus; they can differentiate between easily confused verb forms, such as <i>sit/set</i>; they can find and correct at least 4 of 6 errors in extended editing tasks; and they can give full responses to essay questions, providing thorough support	Students can multiply rational numbers; they can find percents; evaluate square roots; measure to nearest eighth-inch; apply concepts of perimeter and area; use protractors to measure angles; apply geometric properties; compare and evaluate data in various formats; they can find and compare simple probabilities; graph lines; solve two-variable systems in context; solve two-step inequalities; and can solve integrated problems
3 Nearing Proficiency <i>Partially Proficient</i>	Students can use context clues to determine meaning; identify implied main ideas and author purpose, and provide supporting evidence for answers to previous questions; they can recognize text structure and perspectives or viewpoints expressed in texts, and show some awareness of author's craft; they can also extract stated information from technical texts and respond more fully to essay questions	Students can analyze more complex texts to resolve coherence problems; they can identify concise sentence combinations that preserve meaning; they can identify correct use of subject pronouns and verb forms/phrases; they can find and correct at least 3 of 6 errors in extend editing tasks; and in essays, they can provide some support for their assertions	Students can order and compute with integers; they can recognize multiple representations of rational numbers; read scientific notation; evaluate expressions with squares; use scale drawings; they can estimate angle measures; recognize similarity; interpret line graphs; find a simple sample space; use Cartesian coordinate system; extend number patterns; identify algebraic representations of problems and they can understand place value to millions
2 Progressing	Students can interpret basic information; they can recognize simple cause and effect relationships; they can read and understand basic consumer documents, such as product labels; and in written responses, they can select an adjective to describe a character and support their selection with an example	Students can distinguish between run-on and complete sentences; they can identify correct usage of adjective forms; they can complete paragraphs by choosing the best supporting sentences for a topic sentence and identify the best sentence to complete a time-sequence paragraph; and they can edit their own work with only minor errors	Students can compare and order decimals; apply simple ratios and proportions; make consumer decisions involving discounts; they can make inferences from graphs and tables; and they can demonstrate initial ability to construct a circle-graph
1 Step 1	Students can recognize major events or ideas in grade-level texts; they can partially complete simple charts that summarize passage information; they can interpret idioms or figures of speech when contextual support is readily available in the passage	Students can identify irrelevant sentences in paragraphs; they can combine sentences by subordinating sentence elements; and they can, also, focus in on an appropriate topic for a report	Students can add decimal numbers, they know when estimation is appropriate; they can read tables and bar graphs; and they can solve problems by process of elimination

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